ERIC Document Resume | See Instruction Sheet | DATE OF RESUME 7/5/65 | DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER ED000893
2. ORIGINATOR CONTROL NO(S). 8454
3. IDENTIFICATION NO.

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED: Teacher Education at Harvard University

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Harvard University
ST. Cambridge, Mass.
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE: Harvard University

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	Aug. 62	222

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: self-study

16. INDEXING TERMS (6-12)

professional education P-20	administration R-06	curriculum R-53	materials 0-10
teacher education Y-20	student services Y-14	laboratories 0-00	
objectives P-00	teachers Y-21	field instruction G-29	
		bldgs. & equip. R-28	

17. ABSTRACT (MAX. 250 WORDS)

An evaluation report of teacher education at Harvard, prepared for the National Council for Accreditation of Teacher Education. Major topics deal with objectives, organization and administration, student personnel programs and services, faculty, curricula, professional laboratory experiences for school personnel, facilities, and instructional materials for teacher education. Extensive appendix.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health,
Education, and Welfare
Office of Education

R-7-18 (Teacher Ed)

[illegible] (Teacher Ed), 9'21

Total pages 222

TEACHER EDUCATION AT HARVARD UNIVERSITY

August, 1962

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

ED000893

Prepared for examination by the National Council for Accreditation of Teacher Education

Preface

In January 1962, Dean Francis Keppel appointed the following Committee to be responsible for preparing the NCATE Evaluation Report:

Associate Dean Judson T. Shaplin, Chairman
Professor Robert H. Anderson
Professor Harold C. Hunt
Assistant Professor Theodore Sizer
Professor David V. Tiedeman
Assistant Dean Joseph J. Young, Jr.

The Committee designated these persons responsible for preparing the various sections of the Report:

I. OBJECTIVES OF TEACHER EDUCATION

Dr. Shaplin, assisted by Mr. Duehay, Assistant to the Dean

II. ORGANIZATION AND ADMINISTRATION OF TEACHER EDUCATION

Mr. Young, assisted by Mr. Duehay

III. STUDENT PERSONNEL PROGRAMS AND SERVICES FOR TEACHER EDUCATION

Mr. Young, assisted by Mr. Price, Assistant to the Dean

IV. FACULTY FOR PROFESSIONAL EDUCATION

Dr. Shaplin, assisted by Mr. Duehay

V. CURRICULA FOR TEACHER EDUCATION

Administration Programs - Professor Hunt
Elementary School Programs - Professor Anderson
Guidance Programs - Professor Tiedeman
Secondary School Programs - Professor Sizer

Mr. Price assisted in the preparation of this section.

VI. PROFESSIONAL LABORATORY EXPERIENCES FOR SCHOOL PERSONNEL

Administration Programs - Professor Hunt, with the assistance of the staff of the Administrative Career Program
Elementary School Programs - Professor Anderson, with the assistance of Dr. Sabaroff
Guidance Programs - Professor Tiedeman, with the assistance of Dr. Hummel
Secondary School Programs - Professor Sizer, with the assistance of Dr. Cogan, Dr. Purpel and Mr. Blaisdell

Mr. Price assisted in the preparation of this section.

VII. FACILITIES AND INSTRUCTIONAL MATERIALS FOR TEACHER EDUCATION

Assistant Dean Kaelber, in consultation with appropriate
members of the Faculty

Mr. Young was responsible for collecting the material from the individuals responsible for the various sections. Most of the material was submitted by the end of the Spring Term. Final writing and editing of the Report was accomplished during June and July, principally by Dr. Shaplin, Mr. Young, and Mr. Price, who are responsible for the accuracy of the Report.

The Report consists of two parts: text and appendices. Mr. Price has established in his office a central file containing additional material that may be helpful to members of the Evaluating Committee.

TABLE OF CONTENTS

SECTION I. OBJECTIVES OF TEACHER EDUCATION

Objectives 1
Faculty 2
Students 3
Programs of Instruction 4
Conditions of Teaching and Learning 4
Fifth-Year Programs 5
    Master of Arts in Teaching Program 5
    Master of Education for Inexperienced Candidates in Elementary Education 8
    Master of Education for Experienced Teachers 9
    Master of Education for the Academic Year Institute 10
    Master of Education for General Purposes 10
Specialized Degree Programs 11
Advanced Degree Programs: Certificate of Advanced Study 11
Advanced Degree Programs: Doctor of Education Degree 11
Advanced Degree Programs: Doctor of Philosophy Degree 13
Special Programs: Programs in Educational Administration 14
    Programs in Guidance 16
    Programs in Teacher Education 18
    School and University Program for Research and Development 18
    International Teacher Development Program 19
    John Hay Fellows Program 19
    Summer Programs 20
Faculty Research and Experimentation 21

SECTION II. ORGANIZATION AND ADMINISTRATION OF TEACHER EDUCATION

General Comments 23
Committee on the Degree of Doctor of Education 24
Committee on the Degree of Master of Education and Certificate of Advanced Study 24
Committee on Admissions 24
Committee on Financial Aid to Students 24
Committee on Course Offerings 25
Committee on the Library 25
Committee on Lectures and Publications 25
Administrative Board for the Master of Arts in Teaching 25
Committee of the Program for High School Teachers of Science and Mathematics (A.Y.I.) 25
Committee on the Ph.D. in Education 26
Administrative Board of the School and University Program for Research and Development 26

TABLE OF CONTENTS (continued)

SECTION III. STUDENT PERSONNEL PROGRAMS AND SERVICES FOR TEACHER EDUCATION

- Admissions 27
    - Policy 27
    - Procedures 27
    - Other Admitting Bodies 27
    - Transfer of Credit 32
    - Requirements for Completion of Programs 32
    - System of Records 32
    - Certification 33
    - General Comments 34
- Recruitment 35
- Financial Aid to Students 37
- Counseling 38
- Placement 39
- Evaluation 40

SECTION IV. FACULTY FOR PROFESSIONAL EDUCATION

- Characteristics of the Faculty of Education 43
    - System of Appointments 43
    - Proportion Holding Each Rank 44
    - Salary Schedule 44
    - Committee Appointments 45
    - Teaching Loads 46
- Roster of Faculty for Professional Education Appendix IV-3
- Supplementary Description of the Faculty of Education 48
    - Changes in Course Content and Methods During Past Five Years 48
    - Important Activities of Faculty Members Relating to the Improvement of the Teaching Profession 48
- Class Enrollment 51
- Qualifications of Faculty Members Offering Courses to Graduate Students 52
- Evidence of Faculty Improvement in the Last Five Years 53
    - Replacements 53
    - Additions 53
    - Doctoral Degrees Completed in the Last Five Years 53
    - Leaves of Absence for Research and Study 54
- Evidence of Faculty Vitality 54
- Visiting Summer Faculty 55
- Harvard-Newton and Harvard-Lexington Faculty 55
- Policy on Extension Teaching 55

SECTION V. CURRICULA FOR TEACHER EDUCATION

- Overall Descriptions of Offerings in Teacher Education 57
- Enrollment Tables 57
- Common Elements in Teacher Education Curricula 57
    - General Education 57
    - Sequence of Professional Education 58

TABLE OF CONTENTS (continued)

SECTION V, (continued)

Humanistic Foundations 58
Behavioral Science Foundations 58
The American School 58
Subject Matter Requirements 60
Undergraduate Programs in Education 61
Graduate Curricula for School Personnel 61
Master of Arts in Teaching Program 62
Master of Education for Inexperienced Candidates in Elementary Education 63
Master of Education for Experienced Teachers 64
Master of Education in the Academic Year Institute 64
Master of Education for General Purposes 65
Programs in Educational Administration 65
Programs in Guidance 67
Programs in Teacher Education 69
Extension Courses Offered for Credit 70
New Curricula and Fundamental Changes During the Past Ten Years 70
Master of Arts in Teaching Program 71
Master of Education for Inexperienced Candidates in Elementary Education 72
Administrative Career Program 72
Guidance Programs 73

SECTION VI. PROFESSIONAL LABORATORY EXPERIENCES

Master of Arts in Teaching Program--Apprenticeship Plan (Plan A) 75
Working Relationships between Harvard and the Schools 75
Assignment of Apprentices in 1961-62 76
Time and Credit Arrangements 76
Professional Laboratory Experience Prior to Student Teaching 77
Supervision of Student Teaching by Harvard Personnel 77
Activities in Student Teaching 78
Master of Arts in Teaching Program--Internship Plan (Plan B) 78
Working Relationships with the Schools 78
Assignment of Interns in 1961-62 79
Time and Credit Arrangements 80
Professional Laboratory Experiences Prior to the Internship 81
Supervision of Interns 82
Master of Education Program for Inexperienced Candidates in Elementary Education--Apprenticeship and Internship Plans 82

TABLE OF CONTENTS (continued)

SECTION VI, (continued)

- Working Relationships with the Schools 83
- Assignments of Apprentices and Interns in 1961-62 84
- Time and Credit Arrangements 84
- Professional Laboratory Experiences Prior to the Apprenticeship and Internship 85
- Supervision of Interns 86
- Activities in Student Teaching 86

The Administrative Career Program 87
- Working Relationships with the Schools 87
- Assignment of Apprentices 89
- Time and Credit Arrangements 89
- Professional Laboratory Experiences Prior to the Apprenticeship 90
- Supervisory Practices 90
- Activities in the Apprenticeship 91

Programs in Guidance 92
- Laboratory Experiences at the Master's Degree Level 92
- Laboratory Experiences at an Advanced Level 96

SECTION VII. FACILITIES AND INSTRUCTIONAL MATERIALS FOR TEACHER EDUCATION

- Housing and Office Equipment for the Faculty 98
- Available Classrooms and Equipment 98
- The Library 99
- Special Facilities for Remedial Work in Reading and Speech 99
- Special Equipment Available for Research 99
- Expenditures During 1960-61 100
- Instructional Materials Available 100
- Audio-Visual Materials 100
- Plans for the Future 100

THE APPENDIX

II-1 Final Schedule of Meetings, 1962-63
III-1 Application for Admission
III-2 Supplementary Instructions for Administrative Career Program
III-3 Summary Sheets--non MAT
III-4 Recommendation Sheet
III-5 Aptitude Test Scores and Percentiles
III-6 Summary Sheets--MAT
III-7 Doctoral Degrees Awarded
III-8 New Study Programs for Women
III-9 Report of the Placement Office
III-10 Report of the Placement Office
III-11 Survey of Beginning Salaries for June, 1961 Graduates
IV-1 Faculty and Administrative Staff: Rank, Status, and Degrees
IV-2 Faculty Advisee Load
IV-3 Roster of Faculty for Professional Education
IV-4 Number of Students Enrolled in Courses 1961-62
IV-5 Replacements to the Faculty
IV-6 Additions to the Faculty
IV-7 Faculty Members Awarded the Doctorate, 1957-1962
IV-8 Faculty Granted Leaves for Research and Study
IV-9 Summer School Faculty 1961
IV-10 Summer School Faculty 1962
V-1 Enrollment in Degree Programs 1961-62
V-2 Non-Degree Enrollment 1961-62
V-3 Summer Enrollment 1962
V-4 Degrees Awarded in 1962
VI-1 Student Teaching Assignments, MAT
VI-2 Intern Assignments 1961-62
VI-3 Affiliated School System Agreement
VI-4 Student Teaching Assignments, Elementary Program
VI-5 Agreement with Norton Schools
VI-6 Organization for Consultative Part of Norton Study
VI-7 Administrative Career Program Graduates, 1961 and 1962
VI-8 Schools and Other Institutions Which Provide Laboratory Experiences in Guidance to Ed.M. Students
VI-9 Institutions Which Provide Laboratory Experiences to Advanced Students in Guidance

I

OBJECTIVES OF TEACHER EDUCATION

Objectives*

The Graduate School of Education of Harvard University is concerned with education in the widest sense of the term. It places no restriction on the age or type of learner, the type of institution, or geographic location to which its research and instruction relate. Educational objectives, content, methods, and results, together with the relationships of the study of education to other fields of knowledge, are all a part of its interests and responsibilities. The School draws upon the strength of the University of which it is an integral part, and takes its place with Harvard's other graduate and professional schools in responsibility for scholarship and for the selection and education of leaders in the area of its special concern.

The more we study the educational process, the more we are convinced of the complexity and the importance of the task. A concern with education leads inevitably to the study of the development of man and the structure of society. Faculty appointments, student selection, and the curricula must reflect this fact. For example, this School cannot be concerned with improving the techniques of teaching a particular subject in isolation from a concern with understanding the process by which the child acquires his system of values, and learns certain generalizations which influence his behavior. To this we trace our need for anthropologists and psychologists on a faculty of education. The preparation of men and women for administrative responsibility in the schools is another example in a different area. Our task is not alone a matter of analyzing and understanding personnel policies or discovering how to manage the fiscal machinery of state support or local bond issues. It is equally or more concerned with how the people of a democracy determine the type of education they wish for the coming generation. To this one may trace our need for political scientists and sociologists as well as experts in teaching and the curriculum. A professional school must go further than to study existing social forces or to prepare students for present reality. Its faculty must analyze assumptions and goals, and play a creative part in making clear the implications of educational theories, policies, and programs. While the American people wisely keep in their own hands decisions on educational policy, the stuff of such decisions are the ideas and proposals of those whose life and thought are devoted to the education of coming generations. To all these tasks this School must bring the perspective and detachment of the historian, and the analysis and vision of the philosopher.

---

* Material for this section is derived from two sources: (1) "A Statement of Purpose" which appears as a preface to the catalog of the school - this statement was prepared by the Dean and Senior Faculty in collaboration with the Visiting of the Board of Overseers of Harvard College, in 1957; (2) A Decade in Review, 1947-1957, Dean's Report, 1957, Harvard Graduate School of Education.

Faculty

The Faculty, therefore, includes scholars in history, philosophy, anthropology, economics, political science, psychology, and sociology, as well as experts in the professional fields of the elementary and secondary schools, administration, curriculum, guidance, and the teaching of English, mathematics, natural sciences, social studies, and the arts. In making appointments, the Faculty looks for individual brilliance, the promise of scholarly attainment and, when appropriate, the ability of the individual to apply his specialization to a common problem in collaboration with scholars of other disciplines. Through teaching, research, and service on committees and examining boards, a large number of the members of the Faculty have a direct knowledge of the Teacher Education programs of the School and make direct contributions to the programs, irrespective of whether their primary commitment is to scholarly and research activities or to the advancement of a professional field. Final control of policy and procedure on admission of students, course offerings, student programs, and recommendations for the award of degrees rests with the Faculty. The senior members of the Faculty have a major role in the choice of new colleagues, and in the financial policy of the School.

Students

Students are selected on the basis of their promise of leadership as shown in the character, imagination, and intellect evidenced by their entire record. The School seeks to admit primarily those who plan to devote their careers to some aspect of the broad field of education and are prepared to give concentrated attention to the task of preparing themselves for this career. Most of the student body is full-time. In 1961-62, only 20% were doing less than full-time study. In 1947-48, 40% were part-time students. About 670 students are now enrolled, more than twice the total at the last NCATE evaluation. We seem to be nearing our optimum enrollment. The Faculty believes that it can be most useful by concentrating its work on a relatively small number of students who show promise of achieving positions of influence in teaching, administration, and scholarship in their later careers. The Faculty has made a number of intensive efforts such as the Twenty-Nine College Plan, a cooperative association with eastern liberal arts colleges to recruit elementary and secondary school teachers, and other special programs in administration and guidance, to recruit able students.

Programs of Instruction

The programs of the School are designed to equip students to develop into leaders in education able to take part in the development of policy, the improvement of practice, and the advancement of knowledge. The programs of the School aim to prepare its students to learn and grow throughout their careers, rather than to require study in all aspects of a particular subject or technique. The School is therefore concerned with developing in the student attitudes, values, and fundamental habits of thought. A balance between theoretical analysis and clinical practice is required in the programs of students who plan a career in teaching, guidance, and administration. The programs of the School are under constant review by the appropriate Faculty committees, by the senior members, and by the entire faculty. From time to time special ad hoc committees of the Faculty are appointed to study one or another of the programs of instruction, and on occasion an outside committee is appointed to assist the School in evaluating a program, as was the case recently with the Administrative Career Program.

Conditions of Teaching and Learning

Each Faculty member is free to explore and demonstrate the values he believes to be most important and the techniques he believes to be most productive. He is expected to demonstrate in his own teaching the fundamental principles of education to which he is committed. Students are expected to take advantage of the opportunities to study in other fields which Harvard affords. This implies a high level of academic freedom for the Faculty and also a responsibility to give students the opportunity to develop their own judgments and values. The School is committed to a constant effort to maintain effective communication within the Faculty and between Faculty members and students. It relies on both groups to establish those stable agreements which are essential to the proper functioning of a scholarly and professional community.

The School has established and operates a number of research centers: notably, the Center for Field Studies, the Laboratory for Human Development, the Laboratory for Research in Instruction, and, most recently, the Center for the Study of Education and Development. Individual Faculty members have also undertaken less formally organized research projects of some magnitude, including research in the social studies, the School Executive Studies, and the Studies in Career Development. In addition, the School and University Program for Research and Development emphasizes a close relationship with nearby schools in educational research and development projects of mutual interest. All of these research and development centers provide opportunities for close relationships between Faculty and students within the context of a research and scholarly concern for educational problems, and also present opportunities for field experience and clinical practice.

Fifth-Year Programs

The Harvard Graduate School of Education offers a variety of programs within the scope of the work of the NCATE Evaluation Committee. The General Objectives given above apply in each case, but additional specific objectives have been developed for each program.

The Master of Arts in Teaching Program*

The Faculty offers the Master of Arts in Teaching Program to able graduates of liberal arts colleges and scientific schools who plan to enter secondary school teaching. This Program, begun in 1936, prepares prospective secondary school teachers of the Classics, English, Fine Arts, Mathematics, Modern Foreign Languages (French, German, Spanish, and Russian), Music, the Natural Sciences, and the Social Sciences. (These are, at present, those fields in which the Faculty of Education and the Faculty of Arts and Sciences feel they can make a significant contribution). This joint Program, supported by the two Faculties, is governed by the Administrative Board for the Master of Arts in Teaching Degree, composed of members of both Faculties.

---

* A brief history of the Master of Arts in Teaching Program by Theodore Sizer, Jr. is available for the Evaluation Committee. A special brochure, Official Register of Harvard University, Vol. LVIII, August 31, 1961, No. 20, is also available.

The Administrative Board is governed by three major convictions in the selection of students: First, a teacher must have a well-rounded general education as well as a thorough background and scholarly interest in his own field. We seek candidates who have benefited fully from the intellectual opportunities provided by liberal arts colleges and who will bring this intellectual training and enthusiasm to the schools. Harvard shall provide an opportunity for further development, both in breadth and depth, of the intellectual interests of the student.

Second, teaching is an intellectual process which is subject to analysis and improvement. The Board believes that a teacher must be versed in those parts of history, philosophy, and the social sciences which help to explain the learning process, the effect of social influences on children, and the place of teachers and schools in society. The teacher must also learn how to discriminately select those crucial elements of knowledge which he will use in instructing and inventing ways of organizing and presenting material effectively. The Program provides a combination of the academic disciplines most relevant to the study of educational problems and of teaching under conditions of observation, analysis, and constructive criticism.

Finally, those able young men and women who commit themselves to careers in education can look forward to an intellectually stimulating and financially rewarding future. Teachers are needed who are capable of assuming responsibility for influencing the curricula of the schools and the work of less able and less well-trained teachers.

The School has devoted a major effort towards recruiting able students and improving the Program. We began the Twenty-nine College Cooperative Plan in 1952, the Internship Program and the Harvard-Newton Summer Program in 1955, and have made every effort to improve the quality of apprenticeship and internship opportunities. Further, we have presented special institutes in supervision for cooperating teachers and supervisors, and have made constant efforts to involve members of both faculties in the Program. The two faculties have made joint appointments in a number of instances. For example, w have improved the program in Modern Foreign Languages in a number of ways: students now use the new Faculty of Arts and Sciences laboratory facilities in Boylston Hall, the Harvard-Newton Summer Program now includes foreign language instruction, the Faculty of Education and of Arts and Sciences have appointed a new adviser to participate in the Program, and we now offer training in the teaching of Russian. The Program as a whole is under constant review by the Administrative Board. The last full-scale review took place in 1955 when the Internship Program was introduced.

We believe that by developing the Master of Arts in Teaching Program, the School has made a significant contribution to the nation. The Program has served as a model for many of the twenty other similar fifth-year programs in existence in 1960. The Twenty-nine College Program has stimulated wide interest in teaching within the liberal arts colleges. The Internship Plan has also been widely adopted in varied forms depending upon individual conditions within the colleges and universities.

The Harvard-Newton Summer Program, which offers practice teaching for prospective interns, is a model for the school-university cooperation necessary to provide supervised clinical teaching experiences.

The Master of Education for Inexperienced Candidates in Elementary Education*

This Program, offered to recent college graduates who plan to enter elementary school teaching, was developed in 1951 to attract able young men and women. The Program is administered by the Committee of the Faculty of Education on the Master of Education Degree. The Faculty of Education offers the entire program of instruction because resources do not exist in other faculties. However, students may elect courses in the Faculty of Arts and Sciences. The Program has been under review for almost two years by an ad hoc Committee of those members of the Faculty who offer instruction in the Program. The Committee will submit recommendations for changes during 1962-63.

In addition to meeting the general objectives of the Faculty, the Elementary Program has certain specific objectives. It is an attempt, within the period of one academic year, to present an integrated sequence of curriculum and methods courses in elementary subjects for students with a strong liberal arts background and a high level of intellectual and social maturity; to introduce such students to the study of the disciplines underlying education; and to provide a substantial clinical experience in teaching through an internship or apprenticeship. The Program emphasizes that broad general education necessary for elementary teaching, including the social sciences, the natural sciences and mathematics, language and literature, health and physical education, and the creative arts, focusing upon the characteristics and needs of children of elementary school age.

---

* A Special brochure, Official Register of Harvard University, Vol. LVIII, September 15, 1961, No. 24, is available.

The committee studying the future of this Program questions whether the School should continue to prepare the general elementary school teacher, or whether we should develop a program to prepare specialist teachers. The latter suggestion is consistent with the school reorganization efforts of the Faculty members involved in the development and administration of this program. Unlike the AMT Program, programs similar to the Elementary Program have not been established widely in other institutions.

Furthermore, the Program has attracted a relatively small number of men into elementary teaching, and women candidates who spend a relatively short period in teaching prior to marriage and raising a family. The Faculty is thus questioning whether the Elementary Program is the most effective way to contribute to the development of elementary education in the United States.

The Master of Education for Experienced Teachers

Experienced elementary school teachers and secondary school teachers of English, Fine Arts, Foreign Languages, Mathematics, Music, the Natural Sciences and the Social Sciences who wish to prepare for more responsible teaching or administrative positions should select this program. Although a student must take four basic courses (A-5. American School: Contemporary Issues in American Education was designed especially for this and other programs in education) he may elect part or all of the remaining four courses from those offered by theFaculty of Arts and Sciences depending upon his needs and interests. The Program is administered by the Master of Education Degree Committee which has made no major revision of the Program since 1953.

The Master of Education in the Academic Year Institute

Experienced teachers of mathematics and sciences who have been admitted to the Academic Year Institute, may enter this Program which is similar to that described above. Candidates participate in a special seminar emphasizing the history of science and mathematics, new developments in these fields, and the interrelationships between these fields and other subjects instead of taking A-5. If students have not studied basic courses in education before entering the program, they participate in an additional summer of study. The Program emphasizes further study of mathematics and the sciences so that each teacher may become more competent in his subject field. Since the teachers vary widely in their background, the Faculty has instituted a number of special courses and special sections of regular courses. A committee composed of members of the Faculty of Arts and Sciences and the Faculty of Education administers the Academic Year Institute. The Committee on the Degree of Master of Education recommends candidates for the degree. The Program was instituted in 1957, and the Committee and the Faculty conducted the latest review in May, 1962.

The Master of Education for General Purposes

Degree candidates whose professional interests do not fall within one of the more specialized Master's degree programs elect this Program. Such students take A-5 and certain other basic courses in education. They may elect other appropriate courses. The Faculty does not provide programs at Master's level in school administration or in the history and philosophy of education; students interested in these areas ordinarily take the General Purposes Program.

Specialized Degree Programs

The Faculty offers Master's Degree programs in Guidance, Human Development, Measurement and Statistics, Research in Instruction, and Teacher Education. The Committee on the Degree of Master of Education and the Certificate of Advanced Study administers these programs which are described in a later section of this report.

Advanced Programs: The Certificate of Advanced Study

The Faculty offers the Certificate of Advanced Study, a sixth year of professional specialization, in Educational Administration, Guidance, Educational Measurement and Statistics, and Teacher Education. The programs are normally a part of the sequence of professional studies provided in specialized areas and are described later. The general requirements are completion of a minimum of eight half-courses in a systematic program; a successful apprenticeship or successful professional experience in the position for which the student is preparing; successful completion of a special field examination covering the student's course work and apprenticeship. The Committee on the Degree of Master of Education and Certificate of Advanced Study administers the several programs leading to the certificate. The Committee on the Degree of Doctor of Education has reviewed each of these programs during the past two years.

Advanced Programs: The Doctor of Education Degree

The Faculty offers this degree under the supervision of the Committee on the Doctor of Education Degree. The various programs are intended as preparation for the following:

> Practitioners who will occupy positions of leadership involving the advancement of knowledge and the formulation of educational policy on practical and, to a lesser extent, on theoretical levels (school superintendents, school psychologists, department heads, curriculum supervisors, *et al*.)
>
> Faculty in college and university programs which prepare teachers, administrators and guidance counselors for the schools.

Researchers into educational problems. (Research in areas such as tests and measurement, curriculum construction, use of mechanical aids, reorganization of personnel, etc.).

There are a variety of programs leading to the degree since the programs are organized to provide flexibility in meeting the interests of candidates with varying amounts of experience and differing professional objectives. The course of study prepares the student to undertake a thesis or project in his area of special competence, and may, for a particular program, require preparation in foreign languages and mathematics and statistics, though there are no special requirements in these areas for all students. The general requirements for the Ed.D. are as follows: submission of a study plan for approval by appointed advisers and the Doctoral Committee; successful preparation of a Special Paper which tests the student's capacity to prepare a thesis or project*; completion of the residence requirement of a minimum of two years of study beyond the Bachelor's degree, at least one year of which must be spent in residence at Harvard; successful passing of an oral examination on thesis or project plans; and successful completion of a thesis or project. In addition, the candidate must have had at least one year of successful experience in teaching, either in an internship planned as part of his program, or in some other appropriate educational service. The Faculty awards the doctorate only when it judges the candidate's overall record to be a distinguished accomplishment.

The Faculty offers doctoral programs relevant to this evaluation, in the following fields: Educational Administration, Educational Measurement and Statistics, Guidance, the History and Philosophy of Education, and Teacher Education. Combinations of programs and individually arranged programs are possible where the resources of the Faculty permit.

---

* Requirements for the project are discussed on page 36 of the catalogue.

The Committee on the Doctor of Education Degree has during the last two years, reviewed completely procedures and policies governing the Ed.D. During 1960-61, the Committee completed a systematic review of procedures and general requirements; during 1961-62, the Committee began to review all doctoral programs, and completed its review of the program in Educational Administration.* The Committee will turn special attention this year to programs in Teacher Education. The Ed.D. Committee is composed, with a few exceptions, of Senior Members of the Faculty. Membership on the Committee is arduous, because the members carry a disproportionate share of the responsibility for reading Special Papers, theses and projects, and for serving on oral examining committees, in addition to their more general duties.

The Doctor of Philosophy in Education Degree

The Faculty of Arts and Sciences and the Faculty of Education offer this degree. A Committee composed of members of both Faculties administers the Program and last subjected it to review in 1961. The purpose of the program is to promote the application of relevant scholarly disciplines to the field of education. It thus encourages students to develop programs of study combining work in Departments of Arts and Sciences with related work in the Graduate School of Education. The general requirements are a minimum residence requirement of two years beyond the Bachelor's degree, of which one full year must be in residence at Harvard; completion of a program of studies designed to prepare the student for the General Examination and for specialized work in the field in which he is to prepare his thesis; the successful passing of the General Examination, which requires a thorough grounding in programs of comtemporary education and two special fields, one of which shall lie within Education and the other within Arts and Sciences; successful passing of a language requirement similar to the requirements of the Arts and Sciences Department in which the candidate is enrolled; submission of a thesis prospectus for review by an *ad hoc* committee; and successful completion of a thesis that embodies an original contribution to scholarship in the candidate's special field.

---

* Copies of Documents submitted to the Ed.D. Committee by the various programs are available for inspection.

The number of candidates for the Ph.D. in Education is small. Only rarely have there been candidates in fields directly related to Teacher Education, most programs have been in Psychology, Sociology, History, and Philosophy. A candidate may undertake a degree program in fields such as English and the Teaching of English, History of Education and the Teaching of History. In such a case the student arranges an individual program combining work in the appropriate Department of the Arts and Sciences with work under Faculty members in Education concerned with his special field.

Special Programs: Programs in Educational Administration

The Faculty awards the Certificate of Advanced Study and the Ed.D. in Educational Administration. Two types of doctoral programs are offered: a Research Career Program, taken by very few students, which follows the general pattern of doctoral studies described above and requires a thesis; and the Administrative Career Program, an organized program with special characteristics described below. Candidates for the Ed.D. in the Administrative Career Program will first earn the Certificate of Advanced Study and must, of course, meet the same requirements as other candidates for the C.A.S.

The Administrative Career Program represents a major effort of the Graduate School of Education. We believe that the Program makes a notable contribution to American education by serving as a model for programs to train school administrators. The Program was developed in 1952-53. Five years later the President of the University appointed an external review committee chaired by Ralph Tyler. The staff of the Program worked during 1959-60 to redesign the Program as recommended by the review committee in 1959, and later to bring the Program into alignment with the general pattern of Ed.D. studies formulated by the Ed.D. Committee during 1960-61. During 1961-62, we further revised the field project requirements. Both its own Committee, which includes members of other faculties, and the Ed.D. Committee have reviewed this Program continuously during the past three years. During 1961-62, the staff of the Program included three educational administrators, a political scientist, a sociologist, and an economist, as well as a number of assistants. This group works together in making decisions about the nature of the Program and the progress of students.*

Designed to meet the needs of present and prospective educational administrators planning careers in administrative practice rather than in research or teaching in administration, the Program is oriented specifically towards the public school superindendency. Nevertheless, it is also relevant for those who plan to assume other executive posts in education. The Program views administration broadly; the administrator is seen not as simply a technical executor, but as a judge of values and frequently as a determiner of policies. Accordingly, the Faculty has incorporated into the Program study of certain findings and methods from contemporary social science basic to effective administrative behavior. The case method of instruction, group work, and field experience have been introduced to test the student's capacity to assimilate facts and to apply them on the job. Candidates work with the Center for Field Studies to conduct a contractual school survey; they are responsible for the major decisions and recommendations. The Program, as presently constituted, consists of two years of study, with the Master's degree a prerequisiste. The first year emphasizes individual study, both theoretical and empirical, of administration, social science, and two other elective fields. Students are encouraged to take courses under other faculties, notably those of Public Administration and Business Administration. While the emphasis in the first year is theoretical, analytic, observational - the principal goal is for the student to develop ability in applying a variety of perspectives to school administration- the student studies more complex issues and more difficult administrative problems. In the second year he assumes responsibility for making decisions about the course of study in the school system he surveys. In the final stage of the Program, the candidate completes successfully, on the job, a project in which he analyses administrative performance.

---

* Copies of the Report of the review Committee and of the recommendations of the staff to the Faculty are available for examination by the NCATE Evaluation Committee.

Programs in Guidance

The Faculty offers the Ed.M., the Certificate of Advanced Study, and the Ed.D. in Guidance. The basic structure of the present programs was developed in 1956-57 as the result of some years of active study by the appropriate committees, the full Faculty, and the Senior Faculty. Relatively minor changes have occurred each subsequent year as the staff in Guidance has been brought to full strength. The School has concentrated a substantial proportion of its energies in the field of Guidance, and we feel that we are making a significant contribution to American education. Through its Program and staff in Guidance, the School has attracted an outstanding group of candidates, among the strongest of those enrolled. We have assembled a central staff of Faculty members, each representing different strengths and specialties in Guidance and Psychology. In addition, a number of part-time appointments have been made thus allowing the staff to make the use of clinical facilities both at Harvard and in other institutions an integral part of the Guidance Program. These members join in staff decisions and in working with students at all levels. Clinical facilities include those of a number of public school systems; the Division of Counseling Services, Newton; the Judge Baker Guidance Center; the

Children's Unit of the Massachusetts Mental Health Center; the Harvard University Health Services; the Bureau of Study Counsel; the Office of Tests; and the Office of Graduate and Career Plans. Also, the Faculty and the Newton Public Schools have developed a joint clinical facility which houses, each summer, the Harvard-Newton Guidance Program. Further, many Faculty and students have participated in the Harvard Studies in Career Development, a systematic research program. During 1961-62, the Faculty drafted a proposal to found a new research center, the Center for Research in Careers, which will probably be constituted in 1962-63. The Center will bring together all Faculty members interested in career development within Harvard University.

The Ed.M. Program in Guidance is for students who are primarily interested in becoming school counselors or psychometrists. The Program provides training and practice in educational and vocational counseling and in individual testing. It does not provide training in psychotherapy. A practicum is included as part of the Program.

The Certificate Program provides training in the assessment and counseling of students with learning and behavior difficulties. Training at this level prepares the graduate to counsel normal children with ordinary educational disabilities without supervision and to engage in psychological diagnosis. Approximately half of the Program is devoted to seminars and practicum experiences in counseling.

The Ed.D. Program is designed for prospective student personnel administrators, college teachers, members of psychological research staffs, counseling psychologists, or school psychologists. The Program consists of a systematic sequence of courses in personality development, tests and measurements, statistics, psychological assessment, counseling, clinical experiences in counseling, and the administration of guidance services. Students may also elect courses under the Faculty of Arts and Sciences, (principally in the Department of Social Relations). The Guidance staff and the Department of Social Relations have worked closely for several years.

Programs in Teacher Education

The Faculty offers programs leading to the Certificate or Doctorate in Teacher Education for students who intend to direct the pre-service or in-service preparation of teachers. We offer programs only in those areas where there are appropriate faculty resources: at present, Elementary Education, Secondary Curriculum and Supervision, English, Mathematics, Natural Sciences, and Social Sciences. There is at present no systematic pattern of common requirements for candidates in Teacher Education, nor is the Faculty at all sure that there should be. Students pursue individualized programs under the direction of a principal adviser, and under the general supervision of the Committee on the Doctorate. The Faculty is not satisfied that we have developed proper programs. Accordingly, at the end of the 1961-62 academic year a special ad hoc Committee composed of all the members of the Faculty involved in Teacher Education was appointed. At an organization meeting in June, 1962, the Committee voted to hold a faculty seminar on curriculum and supervision as a first step in facing the issues of programming in teacher education. This Committee is also responsible for making a first assessment of future personnel needs in this area.

The School and University Program for Research and Development*

One of the most significant developments in teacher education not related to degree programs at the Harvard Graduate School of Education, the School and University Program for Research and Development (SUPRAD), was developed in 1957, in collaboration with three local school systems. SUPRAD is a collaborative effort between the University and the Schools that is comparable to the relationships between the medical schools and their teaching hospitals. The members of the staff of the Graduate School of Education concerned with elementary education, secondary education administration, and guidance have been deeply involved in SUPRAD activities. Some of the outgrowths of this involvement are an evaulation of the Newton Plan (staff utilization), a major team teaching project at the Franklin School in Lexington, a junior high school grouping project, a project involving the use of lay readers working with English teachers, and a social science curriculum project. The basic purpose of SUPRAD is to develop effective ways for universities and the schools to collaborate in improving school practices. Inevitably, the results of such work are incorporated in programs this School offers to teachers and other personnel of the schools. For example, in 1961 the Faculty began the Harvard-Lexington Program for the training of teachers and supervisors in team teaching.

---

* A Report on the first five years of SUPRAD is available for examination by the NCATE Committee.

International Teacher Development Program

During 1961-62 the Faculty accepted responsibility upon invitation from the U. S. Office of Education and the Department of State to design and implement a four-month orientation program for a group of school administrators from many countries. The Program will be repeated in 1962-63. To give the visitors a survey of American education, the School sponsored a series of lectures and seminar meetings chaired by members of the Faculty and of other faculties, individual consultations with Faculty members, and planned visitations to public and private schools in the vicinity. No credit was (or will be) offered. During 1962-63, this Program will be under the direction of the new Center for the Study of Education and Development.

John Hay Fellows Program

For three years the University has sponsored the John Hay Fellows Program for secondary teachers of the Humanities. This Program enables a number of mature and talented high school teachers to pursue studies in the Humanities for one academic year to improve their ability to contribute to American education. The Fellows are registered in the Graduate School of Education but come under the jurisdiction of the Faculty of Arts and Sciences Committee on Teaching as a Career, a committee that was organized as a part of the Twenty-nine College Plan. The John Hay Fellows, under the terms of the Program, are not permitted to register for degrees, and need not take any work for credit. The resources of the University are open to them, and each is able to plan, with the help of an adviser, an individual program.

Summer Programs

The Harvard Graduate School of Education is actively engaged in a number of summer programs, many of which have been mentioned in foregoing sections. The Harvard Summer School offers instruction in Arts and Sciences and in Education. Many of the courses required for degree programs are offered each summer. The Harvard-Newton Summer Program offers six weeks of apprentice teaching, supervised observations, and related courses in curriculum and methods. The Harvard-Lexington Summer Program offers training for experienced elementary and secondary teachers, and supervisors and administrators interested in investigating the theory and practice of team teaching. The Harvard Summer Institute in Supervision offers programs in the supervision of teaching, conducted in the practice schools of the Harvard-Newton and Harvard-Lexington Summer Schools. A basic purpose of the Institute in Supervision is to improve the quality of supervision of the Harvard teacher training programs. The Harvard-Newton Summer Institute in Guidance provides six weeks of supervised counseling experience in the guidance program of the Newton Summer High School. The Graduate School of Education has developed a notable series of summer programs combining theory and practice, each of which is an integral part of the basic research and training programs of the School.

Faculty Research and Experimentation

The foregoing sections on Programs described any unusual features of the various programs and special contributions which the Faculty is making the American education. Similarly, we mentioned various research programs which help improve the School's ability to train teachers, guidance and administrative personnel. It is impossible to provide an adequate summary of the contributions being made to improve education by individual faculty members. This is a graduate Faculty. A majority of the members hold the Ph.D. and have been chosen partly for their promise in research and experimentation. Many of the members are engaged simultaneously in a half dozen or more research projects. We have on file for each member of the Faculty during 1961-62 answers to a questionnaire designed to provide the information desired by the NCATE evaluations; included are statements about research activities and publications of the Faculty since 1953.

The lists of publications and lists of research activities are voluminous. There are sociological, psychological, linguistic, economic, historical, and philosophical studies which are directly related to the improvement of education, as well as others in the same fields which are more remote from educational practice. There are studies related to curriculum and methods in reading, mathematics, English, social sciences, science education, and foreign languages. There are studies concerned with the measurement and evaluation of instruction in many fields. There are studies in the application of psychological theory to instructional practices and to career formation, and there are studies related to administrative theory and practice, to the training of teachers, and to guidance practices. In addition, more than one hundred advanced doctoral candidates in residence are working on research projects in one or another stage of completion covering the full range of educational activities. The following list of grants designated for specific research projects, taken from the Dean's Report for 1960-61, gives some idea of the range of research activities of the Faculty:

Carnegie Corporation, for a study of administrative and curricular factors in teaching in the elementary schools	$ 77,800
Creative Playthings Foundation, for science curriculum research	7,000
College Entrance Examination Board, for research project in Vocational Development	2,500
Ford Foundation, for research and training activities in International Education	50,000
Ford Foundation for editorial work and research work on team teaching	6,000
General Electric Foundation, for evaluation study on effectiveness of summer programs for talented secondary school students	7,000
Eugene Higgins Trust, for support of work in science education	14,500
Modern Language Association for Chinese language project	800
Warren Benevolent Fund, Inc., for "Educational Careers Study" project	4,600
Office of Education	
Mr. Cooley	32,711
Mr. Gross	112,935
Mr. Hummel	34,460
Mr. Oliver	21,153
Mr. Sauer	7,735
Mr. Robinson	12,408
Office of Naval Research	
Mr. Tiedeman	12,000
U. S. Public Health Service	
Mr. Gibson	962
Dr. Roe	28,669
Mr. Whiting	58,239
Mr. Whiting	13,902

II

ORGANIZATION AND ADMINISTRATION OF TEACHER EDUCATION

General Comments:

The Graduate School of Education is one of ten graduate or professional schools in the University: Graduate School of Arts and Sciences, Graduate School of Business Administration, Graduate School of Design, Divinity School, Graduate School of Education, Law School, Medical School, School of Dental Medicine, Graduate School of Public Administration, and the School of Public Health. The Faculty of each of these schools is essentially autonomous and is responsible for the development of its own policies on admissions, curriculum and the granting of degrees. The Dean of each faculty prepares the budget for his school and submits it to the President and Fellows for review. (The President and Fellows of Harvard College constitute the corporate entity of Harvard University. This body is commonly referred to as the Corporation). Each faculty is responsible for raising its own funds.

The Faculty of this School, about 146 in number, consists of those holding appointments that are annual, term, or "without limit of time". The Faculty meets monthly, normally the first Wednesday of the month. It acts on reports and recommendations from its committees and administrative officers as well as any matter which a member brings up for consideration. In February and again in June the Faculty recommends to the President and Fellows the awarding of degrees to those who have met the requirements. The President of the University (or, in his absence, the Dean) presides.

The Senior Faculty, comprising those on appointments "without limit of time", also meets monthly. This body advises the Dean on major policy questions affecting the Schools and votes on all teaching appointments to be recommended to the President and Fellows by the Graduate School of Education.

There are no formal administrative divisions or departments within the School. (For example, there is no division of guidance or philosophy).

Several standing committees are responsible for recommending policies to the Faculty and are, in turn, delegated authority to implement these policies, once approved. The Dean, in making appointments, attempts to have each of the major academic and professional fields represented in the membership of these committees.*

Committee on the Degree of Doctor of Education

This Committee determines the general requirements for the doctorate; recommends to the Faculty the awarding of the degree to those who satisfy the requirements; acts annually on the readmission of candidates in doctoral status; appoints *ad hoc* committees for the review of Special Papers and dissertations (or project reports); acts on the recommendations of these committees; and makes recommendations to the Faculty on new doctoral programs proposed and periodically reviews existing programs.

Committee on the Degree of Master of Education and Certificate of Advanced Study

This Committee functions in the same way as the Doctorate Committee; its province is the Ed.M. and C.A.S.

Committee on Admissions

This Committee recommends policy on admissions and recruitment to the Faculty; reports on enrollment and composition of the student body; and acts on applications for admission to candidacy in all programs except the Master of Arts in Teaching and the Ph.D. in Education programs.

Committee on Financial Aid to Students

This Committee recommends to the Faculty policy on financial aid to students; prepares reports to the Faculty showing funds needed; and acts on all applications for scholarship and loans.

---

*A schedule of the meetings of the major committees and boards of this School is contained in Appendix II-1.

Committee on Course Offerings

This Committee reviews all courses proposed by members of the Faculty for the regular academic year and the summer session; recommends to the Faculty any courses the Committee feels should be offered; and reports to the Faculty on number of courses offered and enrollment in each.

Committee on the Library

This Committee examines the resources and services available in the library of the Graduate School of Education and the other libraries serving the Faculty and students of this School and recommends to the Faculty changes and improvements.

Committee on Lectures and Publications

This Committee selects those who give endowed lectures and recommends policies on publications.

****

Only members of the Faculty of Education serve on the committees heretofore described. In the case of several committees, other groups, in addition to this Faculty, are represented.

Administrative Board for the Degree of Master of Arts in Teaching

The Board is appointed by the President of the University and is empowered to formulate policy concerning admission, curricula, and degree requirements, subject to the approval of the two faculties involved. At present the Board consists of four members of the Faculty of Education (including the Director of the Program) and four from the history, French, English, and physics departments.

Committee of the Program for High School Teachers of Science and Mathematics (Academic Year Institute)

Appointed by the Dean of the Faculty of Education, the Committee advises the Dean and the Faculty on policy affecting the National Science Foundation - sponsored AYI Program. Of the seven members, four are from the Faculty of Education and three from the Faculty of Arts and Sciences.

Committee on the Ph.D. in Education

Though technically a committee of the Faculty of Arts and Sciences, four of the seven members are currently appointed from the Faculty of Education, and the Committee is chaired by a member of this Faculty. Appointed by the President, this Committee recommends policies governing the program to the Faculty of Arts and Sciences and administers the program, (including admissions) under the general rules of that Faculty.

Administrative Board of the School and University Program for Research and Development

Appointed by the President of Harvard, the Board consists of the superintendents of the three school systems in the Program, the Dean and five members of the Faculty of Education, and the Executive Secretary of the New England School Development Council. The Board develops policy for the Program, approves specific proposals and allocates available funds to the several projects.

****

The relationship of major groups and officers involved in the formulation and execution of policy described above cannot be pictorially represented. The charge to committees and the duties of officers are set forth only in the broadest terms. The relationship of officers and groups to one another is the result of informal understandings and, apart from the general statements made earlier in this section, is next to impossible to define. This informal character of organization is true of the University generally.

III

STUDENT PERSONNEL PROGRAMS AND SERVICES FOR TEACHER EDUCATION

The philosophical assumptions underlying student personnel programs were defined in Section I. Section III is therefore largely reportorial in content, describing admissions, recruitment, financial aid, counseling, placement, and evaluative activities.

ADMISSIONS

Policy

In carrying out its charge from the Faculty, the Admissions Committee seeks to:

Admit only those with exceptional professional promise.

Admit only that number of students which the School's resources (instruction, counseling, financial aid) can accommodate.

Avoid reliance on any single criterion, or narrow set of criteria, in acting on applications.

Admit primarily those who are interested in graduate study on a full-time basis, and those who are interested in a formal program of study.

Insure that vigorous efforts are made to seek out talented persons and encourage them to apply to Harvard.

Insure that an adequate reporting system is set up on the basis of which the Committee can determine progress toward its objectives.

Keep the Faculty informed on admissions matters and periodically make recommendations of broad policy for faculty consideration.

Procedures

In acting on applications the Committee considers academic record, native intelligence, personal qualities appropriate for the planned career, commitment to education, physical and mental health and, for those with prior service, successful teaching or other educational experience of prime importance. We require applicants to provide evidence on each of these points; submit transcripts of all undergraduate and graduate work, and insure that three letters of reference are forwarded, take the Aptitude Test of the Graduate Record Examination or the Miller Analogies Test and include with the application an extended statement covering career plans, intellectual interests, reasons for undertaking graduate study, etc. If the applicant lives within reasonable traveling distance, he is asked to arrange for an interview with a member of the Faculty in his field. An applicant who lives a considerable distance from Cambridge may make arrangements, if possible, for an interview with an alumnus living near him. (Copies of the application blank and reference form are Appendix III-1).

In certain programs additional information is required. For example, an applicant to the Administrative Career Program writes three brief papers, one outlining his reasons for believing the program is particularly appropriate for him; one describing and commenting on a critical incident in his career; and one analyzing a case provided him. (See Appendix III-2). After review of the basic and supplementary information in each applicant's folder, the ACP staff invited twenty-four of the applicants (sixty during 1961-62) to Cambridge for a day of interviews, testing and participation in a case analysis session. On the basis of all the information available the staff recommends that the Admissions Committee admit about twelve of the applicants.

We summarize on a special form basic information (see Appendix III-3) and send this summary and the full admissions folder to a faculty member prior to an interview. He records his comments on the interview and recommends to the Committee that the applicant be admitted or denied. If he wishes to recommend that the applicant be admitted, the faculty member places the applicant in one of several categories on the basis of the strength of the candidate's qualifications. (See Appendix III-4 for recommendation form and listing of categories). The Admissions Committee adopted this system of categories in the thought that it would aid in making its standards of admission more explicit, and in making possible comparisons of the quality of the student body from year to year, comparison of quality between programs, and studies of the validity of the criteria the Committee uses. (This summer the Admissions Office began a study comparing admission categories and scores with performance, as measured by grades, of students enrolled during the academic year 1961-62).

The Admissions Office sends a copy of the summary sheet (III-3) on each case to members of the Admissions Committee several days in advance of a meeting so that full information on all applicants is available prior to the discussion of cases. The Committee employs no fixed formula in arriving at a decision on an application. It does consider an applicant's academic record in the junior and senior years of college and his own statement as very important elements. However, the Committee decides each case on its individual merits, and weighs all available evidence.

The Committee has available to it norm tables based on scores received by enrolled students who have taken the Graduate Record Examination or the Miller Analogies Test. (See Appendix III-5). The Committee has established no "cutting score" for these tests. However, it is obvious from an examination of the tables that an applicant with a verbal score of 500 on the GRE would have a very slight chance of being admitted unless he could present other types of compelling evidence. Median scores for students ecrolled in 1961-62 are as follows:

GRE Verbal	620
GRE Quantitative	560
Miller Analogies Test	70

The GRE scores for students at this School compare favorably with medians of 490 (Verbal) and 480 (Quantitative) for the basic norms group listed in the test manual. In 1961-62, ninety-two percent of the students at this School earned a GRE Verbal score higher than the published median. To put in another way, fifty percent of our students scored above the eighty-eighth percentile on the national norm.

The median score on the Miller Analogies Test compares favorably with scores received by graduate students preparing in both education and other fields in a variety of universities listed in the Test Manual:

School	Median
Harvard Graduate School of Education	70
Graduate Students in the Physical Sciences (three universities)	68
Graduate Students in three Medical Schools	64
Graduate Students in Language and Literature (two universities)	59
Graduate Students in Education (nine universities)	43
Graduate Students in Master's Degree Programs in Education (six universities)	35

The Admissions staff computes grade point averages for each case presented to the Admissions Committee. Since candidates come from a variety of colleges, each with its own admission and grading standards, we have made no analysis of undergraduate grades as an index of the quality of students enrolled here. However, of the 284 students enrolled in teacher trai ing programs in '59-60, forty-six percent received their undergraduate degree cum laude, magna cum laude, or summa cum laude. In addition, fifty of the 284 were elected to Phi Beta Kappa.

Other Admitting Bodies

The remarks above concerning admissions criteria and procedures apply to applicants considered by the Admissions Committee of the Faculty of Education. For applicants to the Master of Arts in Teaching Program, the criteria are the same, but the procedure is somewhat different. The AMT representative at one of the institutions in the Twenty-nine College Cooperative Plan makes an initial screening of most of these applicants. On the basis of his knowledge of our requirements, he will either encourage or discourage those who inquire about the Program. An AMT faculty committee at his college reviews submitted applications and forwards them to Harvard with comments and formal recommendations. The Director of the AMT Program and his staff then review all applications and make recommendations subsequently considered by one of several sub-committees. Each sub-committee represents one of the major fields in teacher education (English, history, mathematics, etc.) and consists of at least one member of the Faculty of Education and one from the Faculty of the Arts and Sciences. When the sub-committee has completed its review, the Director presents the applications to the Administrative Board of the AMT Program for final action (AMT summary sheets are contained in Appendix III-6). Candidates wishing the Internship Plan must pass one additional evaluation. Since they actually receive formal appointments from a school system, they must be interviewed by a superintendent (and others of this staff he designates) in one of the cooperating communities in the Boston area. If not offered a contract, the candidate is admitted to the Apprenticeship Plan.

Two other bodies admit students. The Ph.D. in Education Committee admits students to that program. Students in this program register in the Graduate School of Arts and Sciences. However, this School maintains a record of their enrollment and certain other information about them. The Executive Committee of the Academic Year Institute is empowered to admit participants to this Institute. However, participants wishing admission to degree status must apply to the Admissions Committee after they have been accepted to the Institute Program.

All applications are processed in the fashion outlined. No one may be admitted to an academic program, or register to take a course during the regular academic year, without presenting the required evidence to one of the admitting bodies listed above.

Transfer of Credit

All candidates for degrees must take eight half-courses at Harvard. For this reason, no credit for work done elsewhere may be applied toward satisfying requirements for the Master's degree. Doctoral students who have studied elsewhere may reduce the amount of course work required by this School. When a doctoral student begins his study here, his adviser assists the student to develop a Study Plan which will satisfy the Committee for the Degree of Doctor of Education. In any case, all doctoral candidates must take a full year of course work at Harvard. (For candidates without experience, this minimum is two years in the Administrative Career Program.)

Requirements for Completion of Programs

(A full discussion of the system of grades and basic requirements for completion of programs may be found in pages 29 to 43 of the current catalog.)

System of Records

When a person applies for admission, the Admissions staff prepares a folder to house his application and all other documents and correspondence concerning admission. When an applicant is admitted, the Admissions Office transfers his folder to the Registrar's Office, which files matters of record during the time the student is enrolled. At the first marking period, the Registrar prepares a transcript card for each student and enters the grades he received for all course work. The Registrar also makes up Study Cards* on which advisers indicate approval of the program of studies each adviser has planned. The Admissions Office maintains a file of the admissions summary sheets for all students of a given adviser. There sheets provide general background information on each student which the adviser uses in counseling. The Committee on the Degree of Doctor of Education maintains full records, called Study Plans, which reflect the progress of the doctoral students. The Committee on Financial Aid to Students maintains records concerning scholarships awarded, part-time appointments, loans, internships, etc. The Placement Office maintains an up-to-date file on all students who have requested the services of that office. The Admissions Office maintains a card* on each student completing a Master's degree program. Recorded on these cards are undergraduate grades, aptitude test scores, grades at Harvard, performance in student teaching, comments of faculty members, etc. They are used as a basis for determining which students should be encouraged to continue in, or return for, further graduate study.

---

* These records will be available during the evaluation.

The records referred to above concern individual students. In addition, each office maintains summary records which it uses to identify basic trends and define relevant problems.

Certification

The Director of Placement recommends all graduates for certification. In providing information called for by certification authorities, the Director has available to him both the academic transcript and statements from those responsible for evaluating performance in student teaching. The Director of Placement is also chairman of a faculty committee concerned with policy matters on certification. Other members on the committee are the Director of Elementary Internship and Apprentice Teaching, and the Director of the Master of Arts in Teaching Program.

---

* This will be available during the evaluation.

General Comments:

The following observations about recent admission action may be of interest:

... We received approximately 2000 applications in each of the last three years.

... Thirty-eight percent of those who applied were admitted. (This varies from twenty percent in the Administrative Career Program to fifty-eight percent in the Master of Arts in Teaching Program. The latter program draws from a highly select population and the relatively high application/admission ratio results in good part from the initial screening done at the colleges.)

... Sixty-six percent of those who were admitted actually enrolled.

... Students enrolled in 1961-62 were assigned the following categories:

		Number	Percent
Admit I:	Admit with special enthusiasm	44	10
Admit II:	Admit with confidence	107	25
Admit III:	Satisfies usual standards	183	43
Admit IV:	Admit with doubt	53	14
Admit "S":	Admit as special case	33	8

... In the year 1961-62, the 284 students enrolled who were preparing to teach in the elementary and secondary schools had prepared at 104 colleges and universities.

... Over eighty percent of the students enrolled were full-time students.

... Fifty-three percent of those enrolled were men. Eighty percent of the doctoral students were men.

... Faculty members were responsible for an average of 2.5 advisees, registered and active. The number ranged from one to nineteen.

... The time to complete requirements for the Doctor of Education degree, and the average age of persons receiving the degree over the last five years, is indicated in Appendix III-7.

... For the academic year 1961-62, twenty-five people applied for admission to the Ph.D. in Education program. Nine were admitted in the following fields: Psychology (1), History of Science (2), Government (1), Educational Philosophy (2), Romance Languages (1), Humanities-Curriculum and Development (1), and Music Education (1). Five of the nine registered. Eleven new and continuing doctoral students were registered last year.

RECRUITMENT

This School engages in a number of efforts to encourage able persons to consider careers in education; we make similar efforts to seek out the most promising teachers, specialists, and administrative officers now in service and to encourage them to undertake graduate work at Harvard.

One of the most effective of these efforts is the Twenty-nine College Cooperative Plan, mention of which is made throughout this report. Each fall members of the admission staff visit these and other colleges and universities, talk with faculty members, address student groups and interview prospective applicants. The Admissions Office keeps in touch with representatives by newsletters and other materials, and by follow-ups on progress of students from each school. Representatives from the colleges meet each year at Harvard for a discussion of problems in teacher education and progress on recruitment. To give recognition of the outstanding student at a college applying for the AMT Program, several of the colleges award a special College-University Fellowship. The College and School of Education each provides funds for the award.

To encourage outstanding students in state colleges who may be interested in graduate study at Harvard, this School inaugurated in 1960 a Prize Fellowship Program.* We award two $3,000 fellowships and other scholarship awards to the most promising of the seniors nominated by ninety such colleges in the northeast.

President Pusey appointed a Committee on Teaching as a Career** in 1958. This Committee, created by a vote of the Faculty of Arts and Sciences, cooperates with existing placement offices to provide information and encouragement to students in Harvard and Radcliffe, including the

---

* Descriptive material will be available during the evaluation.
** Descriptive material will be available during the evaluation.

Summer School, who may consider careers in teaching. Members of the Committee discuss teaching as a career with departments, House staffs and student groups. The Committee prepares and distributes pamphlets on opportunities in education and arranges for educators to visit Harvard houses to speak on teaching as a career.

The Harvard Undergraduate Teachers Program provides opportunities for informal teaching as a way of interesting undergraduates of Harvard in careers in education. School systems in the area have cooperated by providing periodic teaching assignments and opportunities to assist teachers in the elementary and secondary schools. Organized with the aid of a member of the Graduate School of Education staff in 1958, HUT* has provided a pattern for similar efforts at other universities.

Since 1956 a member of the Graduate School of Education staff has, in cooperation with the Student Government Association of Radcliffe College, conducted a program of weekly evening seminars, held in the library of Cabot House, Radcliffe. Last fall faculty of this School discussed such topics as team-teaching, educational television, education in underdeveloped countries, and career possibilities for women in secondary education.

The Student Association of the Graduate School of Education sponsors several programs through which students may obtain information about the teaching profession. Sandwich seminars (held at nonn), evening seminars, and a lecture series are representative of these efforts.

This past year the Faculty made special provisions for women who wish to undertake, on a part-time basis, graduate work which would prepare them for a career in education when their family responsibilities permit. (See Appendix III-8).

---

* Descriptive material will be available during the evaluation.

Two part-time staff members were assigned to acquaint women in the Massachusetts area with these opportunities.

Each fall the admissions staff contacts, by letter or personal visit, superintendents, alumni, and the membership of various national organizations, to seek nominations of talented people who may wish to undertake graduate work at Harvard. When appropriate, we have employed mass-mailing [illegible] interest in a particular prorram.*

[illegible] senior members of the Faculty have dinner with the most able st[illegible] several Master's degree programs. The Dean and members of the faculty discuss the opportunities available in the various careers in education and appropriate doctoral programs. The admissions staff and faculty members keep careful track on the progress of these groups and, after several years, write each graduate to determine his interest in doctoral study.

FINANCIAL AID TO STUDENTS

Students at this School annually receive over a million dollars in various forms of fanancial aid. The Committee on Financial Aid to Students formulates policies in these matters, allocates funds, and makes scholarship awards to individual recipients. The Committee attempts to meet the financial needs of students by a combination of scholarships, teaching fellowships or research assistantships, internships, and loans. For 1960-61 (latest complete figures available) the major sources of funds were as follows:

Scholarships	$615,000
Teaching Fellowships	64,000
Research Assistantships	100,000
Internships	220,000
Loans	85,000
Total	$1,084,000

---

*Descriptive material will be available during the evaluation.

During that year, of the 481 full-time students, 355 or seventy-five percent, received some sort of financial aid. The average amount received was $2,731; individual amounts ranged up to $6,000. Students are discouraged from seeking employment which is not related to their professional development. (See pages 111-120 of the catalog for further information).

COUNSELING

The on-campus recruiting interview and the at-Harvard faculty interview are the first counseling an applicant receives.

For students who enroll, counseling is provided during the week of orientation and registration preceding the commencement of classes. Advisers of the major programs meet their students as a group and individually. Members of the Faculty of Arts and Sciences also hold group meetings with students to describe courses in their fields and are available for individual conferences. After these meetings, the student and his School of Education adviser plan an appropriate program.

The directors of student teaching, elementary and secondary, and their staffs meet with students before their assignments are made and throughout the year. (More complete information on this aspect of counseling is outlined in Section VI of this report). During the orientation week the Student Government Association provides a pamphlet* containing helpful information for new students. The Association also designates a group of senior graduate students to provide informal counseling to new students.

At the end of each grading period academic records are reviewed and conferences with the faculty adviser or appropriate deans are scheduled for students in academic difficulty. The Faculty and deans maintain an "open door" policy and encourage students to see them about matters academic or personal. The Secretary of the Committee on Financial Aid to Students assists students with financial problems. Several members of the staff are designated to assist with housing problems. The University Health Services maintains excellent facilities and encourages referrals for either physical or emotional problems. On occasion several people may jointly assist a student whose problems may involve difficulty in courses, student teaching, finances, health, and family matters.

---

* Descriptive material will be available during the evaluation.

Counseling for doctoral students begins with a careful review of the Study Plan. (See page 34 of the catalog.) The small number of advisees assigned to faculty members assures a close relationship and ample counseling through the several stages of the doctoral program.

The Director of Placement meets with groups of students early in the academic year to counsel students about career possibilities, certification, and positions available for the coming year. He follows these group meetings with conferences with individual students.

PLACEMENT

The services of the Placement Office are available to both students and alumni of the School. The Director of Placement works closely with members of the faculty in learning as much as possible about students to be placed and keeping abreast of new opportunities in various fields.

Each year since 1957 nearly one thousand persons have been actively registered with the Placement Office.* Well over half of these registrants have secured beginning assignments or advancements.

For the past ten years there has been a steady increase in the number of requests for nominations from the Placement Office; in the diversity of positions for which nominations are requested; and in the number of school and college administrators (111 in 1960-61) coming to the office to conduct interviews with people being nominated. Placement interviews are also arranged at professional meetings, whenever feasible. For example, at the annual meeting of the American Association of School Administrators in 1962, the Director of Placement scheduled conferences with prospective employers for over fifty students, as well as many alumni. In 1960-61 the Director, or his Administrative Assistant, visited institutions of higher education and public and private schools in twenty-three states to determine their personnel needs and interest them in employing graduates of this School.

---

*Alumni of this School number approximately 6500.

Annually in November the Office of Placement sends a questionnaire to approximately 1800 registrants to determine if they seek a change in professional employment.

A report of those placed in school postions who completed the various teacher education curricula in 1960-61 is provided as Appendix III-9. Appendix III-10 is a more general report of Placement Office activities. Information on beginning salaries for June 1961 graduates of teacher training programs who entered teaching in September of 1961 is contained in Appendix III-11.

EVALUATION

The policies and academic programs of the School are constantly reviewed and evaluated. The standing committees of the faculty described in Section II of this report are responsible for directing self-study. While memb
of these committees initiate many of the studies, suggestions for review may come from such diverse sources as a student or a student group, individual members of the faculty administrative officers or directors of programs, outside agencies, etc.

The Board of Overseers annually appoints several Visiting Committees, each responsible for reporting to the Board on the Affairs of a Faculty or major unit of the University. These committees, composed of distinguished alumni, meet with the Dean and members of a faculty, observe classes, talk with students, review the activities of the School. The annual meeting of the Visiting Committee to the Faculty of Education usually consists of a discussion of fiscal matters, major curriculum changes, Faculty appointments, student enrollment, physical facilities, etc. In addition, a report on one of the major problems facing the School is prepared for the Visiting Committee. The names of the members of the Visiting Committee to this school are listed on page 26 of the catalog.

Annually the Dean reports to the President and Fellows on major developments and assesses progress of the School toward its objectives. He also presents a series of annual or special reports to the Faculty which provide the opportunity to evaluate the quality and direction of the efforts of the School.

The teacher education staff meets periodically during the year to determine what additions, deletions, or modifications should be made to policies and procedures concerning programs, student teaching, supervision and relations with cooperating school systems. The Dean and teacher education staff meet twice a year with superintendents of the school systems cooperating in the internship program for a discussion of problems and progress.

For many years the Student Government Association conducted a biennial survey of student opinion regarding appropriateness of courses, quality of instruction and student personnel services, etc. More recently the Association has tended to conduct a more thorough evaluation of one aspect of the school's programs or policies, appointing a committee to prepare a report of findings and recommendations. The annual and regional meetings of the Graduate School of Education Association, as well as the Association's Bulletin provide forums for the alumni to express their views.

Twice in the last several years the School has surveyed graduates to obtain their evaluation of their programs here. The Director of Placement keeps the faculty informed about the assessment employers make of the graduates of this School.

Sometimes the School is evaluated by an outside body. On occasion, a committee composed of faculty members from other universities is appointed; in 1954, a managment consultant firm was engaged to analyze the policy-making, budget procedures, and personnel policies of the School.

IV

FACULTY FOR PROFESSIONAL EDUCATION

Characteristics of the Faculty of Education

System of Appointments

The general system of appointments includes the following steps:

The Dean appoints a committee to consider the need for the appointment and to screen candidates. The Committee usually conducts an extensive search, and interviews candidates. Its recommendation to the Senior Faculty contains a comparison of the recommended candidate with other possible candidates. Appointment of a promising local candidate is not automatic; he must be compared with other possible candidates. The Committee is composed of members from several special fields, as well as the field in which there is a vacancy. In cases where interests overlap with those of other faculties, members of that particular faculty may be invited to serve on the *ad hoc* Committee. This procedure applies to almost all full-time appointments of Instructors, Assistant Professors, Lecturers, Associate and full Professors. In cases where appointments are part-time in instruction and part-time in particular research projects or for research assistantships, the recommendation of the senior staff member, rather than a committee, is sufficient.

The Committee or senior staff member transmits the recommendation to the Dean who presents it to the Senior Faculty. The Senior Faculty is composed of full Professors, Associate Professors and Administrators on appointment without limit of time. The Senior Faculty votes on all appointments. In cases of favorable action, the Dean transmits the recommendation to the President and Fellows of Harvard for approval. The Board of Overseers must also vote approval. The Board has the power to veto, which it rarely exercises.

In the case of appointments to permanent rank (Professors and Associate Professors), the Faculty committee compares candidates with the outstanding men in the country in that special field, and presents evidence that the candidate recommended is of equal or superior quality. An additional step is taken in these cases. The President appoints an _ad hoc_ Committee composed of members from other faculties and from outside the University, who meet to evaluate the recommendation of the Senior Faculty, and to make a separate recommendation to the President.

Proportion Holding Each Rank

Appendix IV-1 presents the number and proportion of members holding each rank, the proportion in each rank holding full and part-time appointments, and the proportion holding bachelor's, master's and doctor's degrees. All teaching appointments at or above the rank of Assistant Professor hold the doctoral degree and are full-time appointments. The Lecturer category consists of two types of appointments: full-time Faculty members with rank higher than Assistant Professor, who receive salaries above the range for Assistant Professor, usually on a term rather than annual appointment; and part-time Faculty appointments whose major appointment is with an affiliated school system or other institutions. The School has a deliberate policy of encouraging the appointment of associated school personnel, particularly those who participate in the apprenticeship and internship arrangements of the School, as a way of strengthening the collaborative effort of the University and the schools in research and development. Research Assistants and Teaching Fellows are normally appointed on a part-time basis; they are usually advanced graduate students who are participating in the research and training activities of the School, both for remuneration and often as a part of their own training.

Salary Schedule

The salary range and median salary is given below for each academic rank for the year 1962-63:

Rank	Range	Median
Professor	15,250 - 19,250	17,250
Associate Professor	11,000 - 13,000	None in 62-63
Assistant Professor	8,000 - 10,700	9,750
Lecturer	7,500 - 12,000	8,000
Instructor	7,000 - 8,500	8,500 (only 1 in 62-63)
Research Associate	6,000 - up	7,000
Research Assistant and Teaching Fellow	5,000 fixed rate	fixed rate

The Dean of the Faculty of Education, as a matter of policy, maintains a salary scale comparable to that of the Faculty of Arts and Sciences. The median salaries and the highest salaries in the upper ranks in the Faculty of Education may be somewhat lower than those of the Faculty of Arts and Sciences because ours is a younger Faculty.

Committee Appointments

The Faculty of Education is an autonomous Faculty within the University, responsible only to the President and Fellows of Harvard College. The Faculty does not come within the jurisdictional power of any other Faculty of the University. The Dean of the Faculty of Education is responsible to the President for the budget of the School and for raising money to balance that budget. Because of this basic policy, there are very few Univerisity-wide committees, for each Faculty has its own committee structure. The Faculty of Education has the following committees: Admissions, Ed.M. and C.A.S., Ed.D., Financial Aid, Lectures and Publications, Course Offerings, and Library. In cooperation with the Faculty of Arts and Sciences, members of the Faculty of Education serve on the following committees governing joint programs: Administrative Board for the Master of Arts in Teaching Degree, Committee on the Academic Year Institute, and Committee on the Ph.D.

in Education. Two members serve on the Faculty of Arts and Sciences Committee on Teaching. Members of the Faculty sit on the Administrative Board for the School and University Program for Research and Development. A number of members of the Faculty of Education also hold appointments in the Faculty of Arts and Sciences and meet with Departments and serve on Departmental committees. The Dean of the Graduate School of Education meets regularly with the President and the other Deans of the University in formal meetings where matters of general University policy are discussed. An attempt is made to limit the committee assignments of Faculty members to one major and possibly one less taxing committee assignment; this ideal has not been achieved because the roster of senior members is not up to full strength.

Teaching Loads

A full-time instructional load is defined by the Faculty of Education as two half-courses per semester, a total of from twelve to sixteen hours of classroom instruction for the academic year. However, this only begins to define the load of a Faculty member in a graduate school. The load of a Faculty member also includes supervising clinical practice; advising candidates for the Ed.M., C.A.S., and the Ed.D.; the reading and evaluation of Special Papers, theses and projects; service on oral examining committees; and service on both the standing and special committees of the Faculty. Appendix IV-2 gives the load on various Faculty members which results from assignments by the Ed.D. Committee. As a result, members of the Faculty generally agree that the overall loads of Faculty members are excessive, especially in view of the professional and research commitments which they also carry. Every effort is being made to spread the load as evenly as possible over the Faculty; during the past several years, the number of members in the Assistant Professor rank has been markedly increased. The real solution will only be reached when the projected number of senior appointments has been achieved. The Senior Faculty has designated the following areas for future permanent appointments: child development, cognitive psychology, secondary education with special references to urban problems, history of education, a second appointment in the philosophy of education, and social science education. Several of these posts are now held by junior men. In addition, replacements at the senior level will probably be sought for the three senior men in the areas of secondary curriculum and supervision, administration, and English who resigned in 1961-62. During the next few years, there will be a heavy burden on the senior members of the Faculty in making these appointments.

The teaching loads of the Faculty of Education are similar to those of the Faculty of Arts and Sciences, and members of that Faculty have similar difficulties with excessive doctoral and committee loads.

87% of the 105 courses offered during 1961-62 were taught by full-time members of the Faculty. Six courses were taught by Faculty members whose responsibilities were divided between administration and research. Eight courses were taught by part-time members who were affiliated with schools, clinics or within the University. It is the intention of the Faculty that there shall be part-time instructors of courses offered by the Faculty. This permits the School to draw on the other faculties of the University and the schools.

Roster of Faculty for Professional Education

The Roster of the Faculty of Education, including all persons holding appointments in 1961-62, is attached as Appendix IV-3. A separate questionnaire form for each member of the Faculty, giving the information requested in the Standards and Guides, is on file for reference by the members of the NCATE Committee.

Supplementary Description of the Faculty of Education

Changes in Course Content and Methods during the Past Five Years

The following are but a few examples of the major changes that have taken place during the last five years:

> The basic courses offered in the Program for Elementary School teachers have been under review, and changes have been made in schedules and in content. Further changes are anticipated.
>
> The basic course in Educational Psychology and Measurement has been reorganized under a group of Faculty members who share responsibility for the course. Additional sections will be established, reducing the number of large group meetings.
>
> The introductory course in the sociology of education has been completely revised to make it more useful for future teachers and administrators.
>
> A basic revision of the Administrative Career Program has been carried out.
>
> The course offering for teachers of mathematics has been completely revised.
>
> Extensive course revisions have taken place in the guidance area.
>
> Special offerings have been made to provide training in supervision for cooperating teachers.
>
> A new seminar is offered on education in developing countries.
>
> A summer program offering clincial practice in guidance has been instituted. Also a summer program for training in team teaching.

Almost all the members of the Faculty have reported that the courses they give are under a process of constant revision.

Important Activities of Faculty Members Relating to the Improvement of the Teaching Profession

It is only possible to give a sample of some of the more important assignments held by this Faculty. A majority of the members of the Faculty, including many of the junior members, are members of the professional organizations in their fields, and serve actively on the committees of those organizations. Among the committee memberships and offices held by the Faculty are these:

- Chairman, Commission on Crowding, ASCD, NEA
- Commission on TEPS, Massachusetts Teachers Association
- President, Psychometric Society
- Social Science Research Council, Committee on Language Programs
- Chairman, Committee on Aptitude Test, CEEB
- Council of Representatives, American Psychological Association
- Research Committee, National Council of Teachers of English
- Research Committee, Phi Delta Kappa
- Chairman, Committee on Sociology and Education, American Sociological Association
- Past President, AASA
- Past Chairman, American Council on Education
- Past Chairman, Educational Testing Service
- Managing editor, Bulletin of the American Mathematical Society
- Executive Committee, Mathematics Division, National Research Council
- Fellow in the British Academy
- Past President of Psychometric Society
- Program Committee, Eastern Division, American Philosophical Association
- President, National Council on Measurement in Education
- Chairman, Executive Committee, New England Personnel and Guidance Conference
- Panel on Education of the President's Scientific Advisory Committee
- Member, Ashby Commission on Education in Nigeria
- Chairman, Committee on International Relations, NEA
- Member, Committee on the Advancement of School Administration, AASA
- Member, President's Task Force on Education
- Chairman, Committee to Select a Superintendent of Schools for N.Y.C.
- Former Regional Director, National Science Teachers Association
- President, Association for the Education of Teachers of Science
- Executive Committee, National Association for Research in Science
- Committee on Research and Development, CEEB
- Studies Committee, AACTE
- Social Science Research Council Committee on Psychology and Education
- Executive Secretary and Treasurer, New England Association of Colleges and Secondary Schools
- Recording Secretary, New England School Development Council
- President, Iota Chapter, Phi Delta Kappa
- Past President, International Reading Association
- Director, National Council of Teachers of English
- Program Chairman, 1963 Convention, American School Counselors Association
- Chairman, Research Committee, New England Personnel and Guidance Conference
- Research Committee, American Psychological Association
- Director, Evaluation Program for Institutions of Higher Education, New England Association
- New England Regional Director, Community Talent Search
- Director, Massachusetts Psychological Association
- Vice Chairman, Curriculum Committee, Association for the Education of Teachers of Science
- Chairman, Committee for the New England Work Conference on School Administrative Internships, New England Council for the Advancement of School Administration

Chairman, Research Committee, National Council for the Social Studies
Chairman, Committee on Profession, New England Association of Teachers of English
Vice-President, National Council of Teachers of English
Commission on English, CEEB
President, Massachusetts Art Education Association
Chairman, Nominating Committee, National Council of Teachers of Mathematics
Advisory Board, School Mathematics Study Group
President, Association of Advanced Placement Mathematics Teachers (N. E.)
Vice-President, Association of Teachers of Mathematics in New England
Board of Examiners, Mathematics, CEEB
Vice-President, Boston Chapter of American Society for Public Administration
Board of Directors, National Institute for Disaster Mobilization
Past President, Division 12, American Psychological Association
Vice-President, New England Psychological Association
Past President, Boston Society of Independent Artists

It is not possible, within the space allotted to give a summary of the research, writings, consulting services, and speeches given by members of the Faculty - the list would be too long. Summaries of this material will be available for members of the NCATE Committee. Below are listed some of the organizations, exclusive of school systems, for whom members of the Senior Faculty served as consultants in the last few years:

Ford Foundation
Fund for the Advancement of Education
Peace Corps
Commonwealth of Pennsylvania
Children's Medical Center, Boston
University of Chicago
Ohio State University
University of Pittsburgh
Hawaii Department of Public Instruction
University of Hawaii
Princeton University
Educational Testing Service
Modern Language Association
Human Resources Research Office, U. S. Army
National Science Foundation
Michigan State University
American Institute for Research
Science Research Associates
University of Michigan School of Education
Department of Health, Education and Welfare
Carnegie Corporation
U. S. Agency for International Development

Columbia University
New York University
Indiana University
National Training Laboratories
National School Boards Association
Russell Sage Foundation
Houghton Mifflin Company
New York State Department of Education
Swarthmore College
American Psychological Association
American Personnel and Guidance Association
Massachusetts Joint Commission on Mental Illness and Health
College Entrance Examination Board
U. S. State Department, OEEC
U. S. Office of Education
National Aeronautics and Space Administration
Educational Services, Inc.
University of Texas
Stanford University
Tulane University
George Peabody College
American Social Hygiene Association
Social Science Research Council

Members of the Faculty served as consultants to school systems both locally and in many parts of the country.

Class Enrollment

The classes with the largest enrollment in 1961-62 (exclusive of C-16, Principles of Teaching: Introduction ot Teaching in the Secondary Schools and Supervised Teaching) were as follows:

Course		Enrollment
B-1. Psychology and Measurement: Introductory Course	Section II	173
	Section I	126
A-2. History: History of American Education		122
B-6. American School: The Social Foundations		91

All these courses are "basic courses," required of students in the Master of Arts in Teaching and in the Ed.M. Elementary Program. B-6 was further broken down in sections of twenty-five to thirty for about one quarter of the class meetings. The instructors in these courses feel that the enrollments are too large, and plan to add more sections next year: B-6 will meet one-third of the time in sections; and approximately one-half of the instruction in B-1 will be offered in sections.

The classes with the smallest enrollments (exclusive of "300" level courses - individual study of a specific topic) were:

Course	Enrollment
A-207. History: The Social Studies in the Twentieth Century	4
A-208. Seminar of Education and Public Policy	4
B-109. Measurement: Multivariate Analysis	4
B-240. Sociology: Seminar: Research Problems in the Sociology of Education	4
B-253. Human Development: Seminar: The Cross-Cultural Study of Socialization	4
C-117. Administration and Supervision: The Elementary School	4

In general, the small size of these classes is due to the specialized nature of the courses.

Appendix IV-4 gives the enrollment for all courses given during 1961-62. With the exception of a few large required courses, enrollments are moderate or small. This reflects the graduate nature of the instruction, and the limits in enrollment which the staff of the various degree programs have established.

Qualifications of Faculty Members Offering Courses to Graduate Students

With the exception of a limited number of basic courses which are open to juniors and seniors in Harvard and Radcliffe Colleges, all the courses offered by the Graduate School of Education are open only to graduate students. All the members of the Faculty who offer instruction are therefore deemed qualified to offer instruction to graduate students. The vast majority of Faculty members with the rank of instructor or higher hold the earned Ed.D. or Ph. D. In the few cases where a Faculty member does not possess the doctorate, he is considered to be an expert in the area of instruction, or a most promising younger man in whom the Faculty has great confidence. Those members of the Faculty holding appointments as Research Associates or Research Assistants, without an additional teaching appointment, do not offer instruction. Teaching Fellows serve as course assistants and as supervisors of apprentices under the Directors of Apprentice and Intern Teaching, but do not offer course. Teaching Fellows are chosen from among mature, experienced candidates for advanced degrees.

Evidence of Faculty Improvement in the Last Five Years

Replacements

Appendix IV-5 lists appointments made within the last five years to handle replacement of Faculty members who left. In general, replacements had the same level of training and experience as those who previously held the appointments. As previously mentioned, a serious loss of strength occurred during 1961-62 with the resignation of three senior members of the Faculty - it will take more than a year to provide replacements at the same level of appointment.

Additions

Appendix IV-6 lists appointments made during the past five years which represent additions to the Faculty. A large number of appointments at the Assistant Professor and Lecturer level have been made particularly during 1959-60, to handle increased enrollment in the Teacher Education programs and Guidance, and to undertake increased relationships with the schools in the School and University Program for Research and Development.

Doctoral Degrees Completed in the Last Five Years

Appendix IV-7 gives a list of members of the Faculty who completed the doctorate during the last five years while holding appointment. Most of these were advanced graduate students holding appointment as Research Assistants or Teaching Fellows who complete the degree requirements at Harvard. The Graduate School of Education has only a few Faculty members who are candidates for degrees elsewhere. Faculty members at or above the rank of Instructor who are recruited from other institutions are expected to have completed their doctoral degree requirements prior to the offer of appointment.

Leaves of Absence for Research and Study

Harvard has a policy of granting sabbatical leaves of absence. A Faculty member is eligible for a full year of leave at half pay, or a half-year of leave at full pay once every seven years. In addition, Assistant Professors and Lecturers on term appointments may be eligible for a half-year's leave with full pay in the course of a three to five year appointment. Faculty members may apply for such leave in advance of the seven year period if particular opportunities arise. For example, two such members of the Faculty have attended the Behavioral Science Center, and several have had Guggenheim awards. Appendix IV-8 gives a list of leaves of absence granted over the last five years.

Evidence of Faculty Vitality

Evidence of Faculty vitality - committee assignments, offices held, and consultations to major organizations - has previously been given. Information has been given elsewhere in this section concerning the activities of the various committees of the Faculty and the changes which have been made in programs and courses.

During 1961-62, the Faculty sponsored a seminar on Education and Development, chaired by Visiting Professor Adam Curle. This was part of an effort over a two-year period to formulate Faculty policy concerning the role of the Graduate School of Education in the field of international education. There was an average attendance of about thirty Faculty members at each session of the Seminar. During the year, a Center for the Study of Education and Development was established with the assistance of the Carnegie Corporation. The Seminar will continue in 1962-63.

A new Center for Programmed Instruction was established in 1961-62 with assistance from the Carnegie Corporation. A number of projects are now underway, and the Center, together with SUPRAD, is moving to larger quarters in the summer of 1962 due to increases in the staff. The Center for Programmed Instruction is a joint enterprise with the Faculty of Arts and Sciences and includes many projects undertaken by members of that Faculty, particularly in the sciences and modern languages.

Two survey contracts were undertaken for the Agency for International Development, both in Nigeria; one to study the need for an Institute of Educational Research, the other to assess the need to develop a Comprehensive Secondary School in Western Nigeria. This School has been awarded a contract to support the development of the Nigeria school.

Visiting Summer Faculty

During the past two years, about one-third of the members of the Summer School Faculty teaching courses in Education have been visitors from other institutions. During 1961, of a total Faculty of 27, 8 came from other institutions. During 1962, of a total Faculty of 32, 13 came from other institutions. The names, regular positions, assignments at Harvard, and highest degree earned are contained in Appendices IV-9 and IV-10.

Harvard-Newton and Harvard-Lexington Faculty

Members of these faculties are listed in the Roster of Faculty for Professional Education (Appendix IV-3).

Policy on Extension Teaching

Any courses offered in the evening or on Saturdays by the Graduate School of Education are part of the regular course offerings and of the regular teaching loads of the Faculty. There is no additional remuneration. The only "extra teaching" during the regular year is in University Extension, described below.

The Commission on University Extension, sponsored by Harvard and six other colleges and universities in the Greater Boston area, offers evening extension courses. Ordinarily 50% of the extension Faculty comes from Harvard; the remaining members must come from the other participating colleges. The rate of pay during 1961-62 was $900 for one half-course meeting once a week for one and one-half hours throughout the year, or more frequently for half a year. Faculty members are invited to participate by the Director of University Extension from a list approved by the President of the University. The rate of pay during 1962-63 will be $1000.

The only person outside of Faculty of Harvard University who taught a course in professional education in Harvard University Extension in 1961-62 was Professor Dunbar of Simmons College, who holds the Ph.D. degree.

V

CURRICULA FOR TEACHER EDUCATION

Overall Descriptions of Offerings in Teacher Education

Section I contains a brief description of all the programs offered by the Graduate School of Education. This section does not provide complete descriptions of the programs. (See pages 29 to 97 of the catalogue and brochures specially prepared for the A.M.T., Ed.M. Elementary, and Administrative Career Programs for such detailed treatment.) Rather, this section presents more specific information as evidence that each program satisfies NCATE standards.

Enrollment Tables

Appendix V-1 gives the enrollment for the 1961-62 academic year, broken down into full and part-time students in all degree programs. There is no separate accounting of Saturday, evening or extension course enrollment because Harvard does not offer such courses for graduate credit.

Appendix V-2 gives a summary of all non-degree enrollment during the academic year 1961-62.

Appendix V-3 gives a summary of enrollment in the Harvard Summer School (such students are also registered with the Graduate School of Education) and enrollment in the Harvard-Newton Summer Program and the Harvard-Lexington Summer Program.

Appendix V-4 gives a summary of all degrees awarded in each program during 1962. Harvard awards degrees only twice during the calendar year, in June and in February. The February list includes those who completed the degree requirements in the summer of 1961.

Common Elements in Teacher Education Curricula

General Education

Since the School is exclusively a graduate school, students are expected to have completed their general education prior to admission. The Committee on Admissions examines all records carefully and ordinarily does not admit candidates whose general or liberal preparation for the various programs is inadequate.

Sequence of Professional Education

The Faculty of Education believes that all students preparing for teaching, whether already experienced or pre-service, should have a background in the basic disciplines underlying the study of education. Therefore, we offer a number of basic courses including the history of education, the philosophy of education, educational psychology and measurement, and several courses in the American School which analyze contemporary issues in American education. The core pattern of each fifth year program is described below. Certain programs, as will be seen, require additional basic courses.

Humanistic Foundations

One half-course from the following:

*A-2 History: History of American Education
*A-3 Philosophy: Introduction to the Philosophy of Education
*A-4 Philosophy: Modern Thinkers and Educational Issues

With the permission of the adviser, the following course may be substituted for the A area requirement.

A-52 History: Topics in the History of American Education

Behavioral Science Foundations

*B-1 Psychology and Measurement: Introductory Course

With the permission of the adviser, any one of the following courses may be substituted for the B-1 requirement.

B-51 Human Development: The Psychology of Human Learning
B-52 Human Development: The Development of Personality and Social Behavior
B-53 Human Development: Introduction to Educational Anthropology
B-54 Measurement: Introduction to Educational Research
B-58 Measurement: Test Construction

The American School

A-5 American School: Contemporary Issues in American Education (for students who have had teaching experience)

*B-6 American School: The Social Foundations
(for students who have not had teaching experience)

In certain cases, with the consent of the adviser, the following course may be substituted for B-6.

B-55 Sociology: Introduction to the Sociological Analysis of the School System

The Faculty of Education believes that it should encourage each student to extend his knowledge of his field or fields of interest as far as possible during study at Harvard. Therefore, students may be excused from the required basic courses in a number of ways: appraisal examinations are offered in those courses marked with an asterisk, which the student may take on the basis of prior or independent study; the student may audit the course and take the final examination; the student may substitute advanced courses in the same area if he is eligible for admission to the course; the student's adviser may waive the basic and other required courses if such courses are an undesirable repetition of work done previously by the students.

Since a majority of candidates for the degrees at the Master's level complete the degree requirements in one year of residence, the pattern of requirements for the various programs is not sequential, at least as "sequence" is defined by Standard V. A number of factors at Harvard determine the particular sequence in which courses may be taken. Of primary importance is the fact that the courses offered by the Faculty of Arts and Sciences, enormously rich in both scope and depth for a teacher education program, are given in the morning. The Faculty of Education, therefore, offers most of its courses in the afternoon so that our students may choose electives from the widest possible offerings. The internship or apprenticeship requirements impose a further restriction: apprentices may generally elect Arts and Sciences courses only in the semester they do no teaching, while interns may find courses they wish offered only during their teaching semester. Therefore, the total program over a year is determined by schedule availability in many cases and is not a planned sequence where the Graduate School of Education controls all elements of the program. The Faculty, on the whole, does not consider this situation to be disadvantageous to the training of teachers because of the richness of the offerings by both faculties.

A student may choose among basic courses on the assumption that no one course or discipline deserves exclusive priority in the study of education. Further, the Faculty feels that there is no reason to require the sequential study of basic courses in education.

Subject-Matter Requirements

Students admitted to the School are expected to have completed an appropriate major or field of concentration. Their previous record is examined carefully, and candidates whose background is inadequate may be required to undertake a period of study in addition to that normally required to earn the degree. (In the Master of Arts in Teaching Program it is not unusual to prescribe an additional half year to year of study.) Because of the competition for admission, most candidates with inadequate backgrounds are not accepted. Those preparing to be secondary teachers must present a college major in the teaching field and meet the departmental requirements outlined in the Master of Arts in Teaching bulletin. In general the Faculty requires a candiate to have fulfilled at least a non-honors concentration in his field in Harvard College: six full courses, of which two may be in related fields (a total of forty-eight credits or semester hours). In addition to having taken the required credits in his major field, a candidate must have taken certain relevant courses (i.e., a course in American Literature for candidates in English). For elementary school teachers, a broad background in the liberal arts is the only formal requirement. Applicants are advised to distribute their undergraduate studies among several fields rather than to specialize in one.

Provision is made in the graduate program for secondary school teachers for additional study in the major field; this may take the form of further specialization, the completion of gaps in the previous preparation, or an extension of the breadth of previous study depending upon the nature of the previous work. For elementary school teachers, the requirements of the program limit the students from taking further work in the liberal arts, unless they have previously studied in the field of education, in which case they may elect a maximum of four half-courses offered by the Faculty of Arts and Sciences.

Undergraduate Programs in Education

A Harvard or Radcliffe undergraduate may not take a complete program in preparation for elementary or secondary school teaching. However, undergraduates may take certain courses in preparation for a fifth year of professional preparation, and may count three half-courses in education towards their degree. Courses open to undergraduates are A-2, A-3, A-4, B-1, and B-6, described previously. A number of departments have approved certain of these courses as part of the concentration requirements. (See pages 110-112 of the Courses of Instruction of the Faculty of Arts and Sciences for a more complete statement of the undergraduate regulations regarding the study of education.) The Graduate School of Education must approve all undergraduates who wish to take courses in education, and ordinarily admits only those whose general academic record is Group IV (2 B-s and 2 C's) or higher.

Graduate Curricula for School Personnel

Section I of this report contains a general description of the scope and objectives of each of the programs for school personnel offered by the Graduate School of Education or offered jointly by the Faculty of Education and the Faculty of Arts and Sciences. This section describes more completely the requirements of each of these programs in the following order: basic course requirements (courses common to a number of programs), other required courses, and elective courses. Master's degree programs require a minimum of thirty-two units (eight half-courses) of work at Harvard; doctoral programs require a minimum of thirty-two units of work beyond the Master's degree (though in most cases a longer period is necessary) and a year of full-time residence. A normal load for the academic year is eight half-courses (thirty-two units); for the summer, two half-courses (eight units).

Courses offered by the Graduate School of Education, with the exception of certain basic courses noted above, are open only to graduate students. Courses offered by the Faculty of Arts and Sciences are of three kinds: courses open to undergraduates only; middle group courses - open to graduates and undergraduates; and upper level courses - open to graduate students only. Students in the programs of the Graduate School of Education ordinarily take only middle group and upper level courses. Students may take undergraduate courses where special sections have been designed; or, with the permission of advisers, may take undergraduate courses with the stipulation that extra work must be undertaken to bring the requirements up to graduate level (as in the Academic Year Institute Program). Under the rules of the University, a student enrolled in the Graduate School of Education may take up to half of his work under other faculties.

The number of students enrolled in each program during 1961-62 is given in Appendix V-1. The number enrolled in the Summer of 1962 is given in Appendix V-3.

The Master of Arts in Teaching Program

Basic Courses

One half-course in the A area and B-1 are required of all candidates.

B-6 is required for candidates in the Apprentice Plan, but not in the Internship Plan. This variation occurs because of the differing field practice emphasis of the two programs. In the Internship Program, the student does practice teaching in the Harvard-Newton Summer Program and spends one-half of the academic year teaching in the schools. For the Apprentice Plan, the field experience is much less intensive, taking the major part of one-half of the academic year. The relative advantages of the two programs are described fully in the Program brochure.

Required Courses

A half-course in curriculum and methods in the special field. Courses of this type are offered in Classics, English, Mathematics, Music, Science, the Social Sciences, Art, Romance Languages, and Slavic.

Two half-courses in the principles of teaching and supervised teaching (eight units in the Apprentice Plan, ten units in the Internship Plan).

A minimum of two half-courses offered by the Faculty of Arts and Sciences in the candidate's field of concentration.

Electives

Additional electives are possible only if the candidate satisfies certain of the required elements by having taken work elsewhere or by examination. Students who have done practice teaching or have had teaching experience may have part or all of the apprentice teaching requirement waived. Students normally take electives in their field of concentration in consultation with the advisers from both Faculties.

Internship candidates, not required to take B-6, may normally take an additional half-course elective offered by the Faculty of Arts and Sciences.

The Master of Education for Inexperienced Candidates in Elementary Education

Basic Courses

One half-course in the A area and B-1 are required of all candidates.

Required Courses

Two half-courses in the principles of teaching and supervised teaching.

One half-course in the language arts in elementary education.

One half-course in social studies, art, and music in elementary education.

One half-course in mathematics and science in elementary education.

The above courses in curriculum and methods are offered as a closely related sequence by a number of memebers of the Faculty who are specialists in the different fields.

Elective

One half-course chosen in consultation with the adviser. This may be a further apprenticeship assignment.

The Master of Education for Experienced Teachers

Basic Courses

One half-course in the A area
B-1
A-5

Required Course

A half-course in the principles of teaching (normally C-102 or C-112).

Electives

Four half-courses chosen with the adviser from courses appropriate to the candidate's professional and academic plans.

A variation of this program for students who started their work in the Harvard-Newton Summer School is described on page 48 of the catalogue.

The Master of Education in the Academic Year Institute
(1961-62 requirements)

Basic Courses

One half-course in the A area and B-1. If students do not satisfy these requirements by appraisal, they must study an additional summer.

Required Courses

One full course specially designed for the Institute. Special courses have been designed in the Natural Sciences, Biology, and Physics.

A course in teaching procedures and curriculum in the special field.

An additional course under the Faculty of Education relevant to the training and interests of the student. To satisfy a special minimum requirement of at least two half-courses taken under the Faculty of Education.

Electives

Candidates must take a minimum of four half-courses under the Faculty of Arts and Sciences in science or mathematics. Of the four half-courses in science or mathematics, not more than two may be courses at the undergraduate level; these may be only courses for which special laboratory and conference sections have been established. Special sections have been established in several mathematics and chemistry courses.

Master of Education for General Purposes

Basic Courses

One half-course in the A area
B-1
A-5 or B-6

Required Courses

One half-course in elementary and secondary school program and organization, or in the principles of teaching and curriculum development (normally C-19, C-20, C-102, or C-112).

C-17: Introduction to Administrative Problems is required for students who plan to enter the Administrative Career Program.

Elective Courses

Four half-courses chosen with the adviser from courses appropriate to the candidate's professional and academic plans.

Programs in Educational Administration

Master's Degree in Educational Administration

No degree program is offered. A Master's degree program equivalent to the Ed.M. for General Purposes or the A.M.T. is prerequisite for admission to the C.A.S. and Ed.D. in Educational Administration.

Certificate of Advanced Study

Basic Courses

Prerequisite to admission

Required Courses

Four half-courses in educational administration.
Two half-courses in other fields in education.
Two half-courses in related fields of public administration, business administration, public health administration, and social relations.

Other Requirements

A field apprenticeship, individually determined on the basis of prior experience.

A special field examination

Research Career Program

A thesis doctoral program, individually planned, which must meet the general requirements for the Ed.D. as described in Section I.

The Administrative Career Program

Basic Courses

Prerequisite to admission

Required Courses

In the first year of residence:

- A half-course in cases and concepts in educational administration
- A half-course in the community and the school (Political Science)
- A half-course in the social organization of schools and the community (Sociology)
- A half-course in the financial support and business management of schools (Economics)
- A half-course in the theory and practice of educational administration
- A half-course in the foundations of the curriculum

In the second year of residence:

- A half-course in educational policy and national issues
- A half-course in administrative field work and related seminar
- A half-course in the theory and practice of educational administration
- A half-course in advanced cases and concepts in educational administration

After completion of residence and on-the-job:

An individual course (EA 400) based on performance in an administrative role, during which assessment is made of the candidate's field role competency and ability to communicate an understanding of the problems and situations of the field experience. Faculty members conduct field observations and administer a final oral examination. The candidate submits reports regularly and writes a final project report.

Other Requirements

Special Paper
Oral examination on project proposal
Project Report
Final Oral examination on Project Report

Electives

Two half-courses in the first year of residence, and three half-courses in the second year, chosen from related fields of public administration, business administration, public health administration, social relations and other departments of the University.

Programs in Guidance

Master of Education in Guidance

Basic Courses

B-1
One half-course chosen from the following: A-3, B-6, or Guidance C-18 (Principles, Practices and Organization)

Required Courses

One half-course in tests and measurements
One half-course in individual psychological assessment
One half-course in counseling at an introductory level
One half-course practicum in guidance
One half-course in vocational development

Electives

One half-course chosen in consultation with the adviser

The required courses vary somewhat in accord with the objectives of the candidate. Students interested in work at the preschool level are not required to take courses in tests and measurements and vocational development. Those interested in work at the elementary school level are not required to take the course in vocational development. Other course requirements may be waived by the adviser if indicated by the candidate's previous training and experience.

Certificate of Advanced Study

Basic Courses

Prerequisite to admission

Required Courses

Two full courses in counseling (each of which consists of a practicum and related seminar (C-202 and C-203). These two courses are equivalent to an internship in counseling.
One full course in personality assessment (for students interested in a career in clinical practice or the position of psychological examiner).
One half-course in the diagnosis and treatment of reading disabilities (for those interested in a career as a psychological examiner).

Electives

A student chooses the remaining courses to complete his program of eight half-courses beyond the Master's degree in consultation with his adviser from suitable courses offered in other Faculties of the University.

Doctor of Education

Basic Courses

The Doctorate Committee requires study in the A and B areas as well as the field of professional specialization. The Master's degree is not prerequisite.

Required Courses

One half-course in the development of personality and social behavior
One half-course in tests and measurements
One half-course in educational statistics at the intermediate level
One half-course in individual psychological assessment
One full course in personality assessment
One half-course in introduction to counseling
One half-course practicum in guidance
Two full courses in counseling (practicum and related seminar)
One full course selected from the following:
    Seminar in counseling disturbed children
    Seminar in counseling research
    Seminar in guidance administration
One full course in guidance internship

Electives

Electives are available if the candidate appraises any of the above courses.

Additional Requirements

Special Paper
Oral Examination on thesis or project plans
Thesis or Project (C-401, Performance in the Administrative Role is taken if the student elects the project option.)

Other Programs in Guidance

Experienced teachers or counselors are eligible for the Harvard-Newton Summer Program in Counseling. This Program offers an opportunity for study of the theory of counseling and practice in counseling under supervision.

Students in Guidance are encouraged to enter the Harvard-Lexington Summer Program in the summer following their first year of study at Harvard. This Program provides an opportunity to work closely with experienced teachers in relating child study to the curriculum and teaching methods in grades two to nine.

Harvard and the College Entrance Examination Board offer a a three-week summer institute for college admissions officers.

Programs in Teacher Education

Master of Education

No Master's degree is offered in this area. The Ed.M. for Experienced Teachers is the most appropriate degree in preparation for later work in Teacher Education.

Certificate of Advanced Study

Basic Courses

Prerequisite for admission

Required Courses

One half-course in the problems of teacher education
One half-course seminar in the interdisciplinary study of the behavioral sciences and education

Electives

Six half-courses from the following suggested courses and from other offerings of the University in consultation with the adviser
One half-course in theories of personality
One half-course in behavior problems in childhood and adolescence
One half-course seminar in the foundations of curriculum and curriculum research
One half-course in the psychology of human learning
One half-course in the sociological analysis of selected educational problems
One half-course in the administration and supervision of the elementary school

Other Requirements

A field apprenticeship
A Special Field Examination

Doctor of Education

No special program has been developed. Programs are arranged individually in consultation with the appropriate adviser, under the supervision of the Ed.D. Committee.

Extension Courses Offered for Credit

It is not possible to earn credit toward advanced degrees through University Extension. Each year one or more members of the Faculty have taught courses offered by the Commission on Extension. During the past two years, Dr. Lansky taught a course in Human Development. Dr. Sizer will offer a course in the History of American Education in 1962-63. Students taking the bachelor's degree through University Extension may count these courses for credit.

Since the Graduate School of Education, as a matter of policy, is not heavily involved in extension, off-campus, evening, or Saturday courses, the questions asked on page 18 of Standard V do not apply.

New Curricula and Fundamental Changes During the Past Ten Years

Section I described some of the major changes that have taken place in recent years. As noted, the Graduate School of Education has been in a continuous state of development since 1947. The Dean's Report (for 1957), A Decade in Review: 1947-57, summarizes developments which took place up to that point. The School set its basic directions during that period. Endowment more than doubled, the annual operating budget more than trebled. The Faculty has trebled in size and strength. The student body has become substantially a full-time group, more than 80%, in contrast to the earlier period when only 40% of the students were full-time. Many of the programs of the School were designed to interest graduates of liberal arts colleges, and the School has been successful in this effort. The student body has grown in size from about 250 to more than 600. Close relationships with neighboring schools to provide clinical experience in training programs have been established. A description of some of the changes that have taken place in the major programs now follows:

Master of Arts in Teaching Program

During the past ten years, the major changes have been: the development in 1952 of the Twenty-Nine College Cooperative Plan (this has been previously described in Section III); the adoption of an Internship Plan (Plan B) in 1955; the adoption of a second type of Internship (Plan C) in 1958; and the institution in 1962-63 of a plan of extended study which allows up to twelve highly-qualified women with family responsibilities to earn the A.M.T. degree.

Until 1955, the Program included only one type of apprenticeship - usual type of practice teaching in neighboring cooperating schools. In 1955, the Internship Plan began. Under this plan, candidates participate in supervised practice teaching under the direction of carefully selected master teachers at the Harvard-Newton Summer Program. During the following academic year, the intern spends one semester as a full-time, paid teacher in one of the twelve cooperating school systems. He carries a full course load during the other semester. In plan C, instituted in 1958, a few (usually less than five) candidates with very distinguished undergraduate records and outstanding personal qualifications are asked to teach for an entire year at the cooperating school. A member of the school faculty is released from some of his duties and carefully shepherds the intern through his first year of teaching. The intern spends his second year in full-time residence at Harvard. Plan C operates in cooperation with the Newton Public Schools and is similar to a program developed at Phillips Academy, Andover.

In the Fall of 1962, twelve women will enroll under an extended plan of study, requiring them to take no less than two half-courses a semester. This plan was developed to permit women with very distinguished academic records to prepare themselves to teach at the secondary level, even though family responsibilities limit their participation. (Only full-time students have been permitted to enroll up to this time in the Master of Arts in Teaching Program.)

One of the weaknesses of the present Program has been that some of the courses offered in the liberal arts have lacked direct relevance to teaching. To correct this partially, the Department of History of the Faculty of Arts and Sciences and Faculty of Education will offer in 1962-63 a graduate seminar attached to the basic American History course, History 61. Prospective high school teachers of history who have a limited background in American History will take this seminar. In the future, it may be possible to develop similar joint courses in English and the natural sciences. Special sections offered in the Academic Year Institute in mathematics and chemistry courses are also open to students in the Master of Arts in Teaching Program.

A number of proposals to improve the supervision of apprentice and intern teaching are under consideration. These will be discussed in Section VI.

Master of Education for Inexperienced Candidates in Elementary Education

An Internship Program (Plan B) was developed for the Elementary Program, which parallels that of the AMT Program. In 1962-63, a program of extended study for able women will also be available for prospective elementary school teachers.

Administrative Career Program

This Program was instituted in 1952. Changes made in 1960-61 to bring the Program to its present form represent an almost total reorganization.

Guidance Programs

The programs in Guidance outlined in this section first became available to students in 1957-58. A number of changes have taken place since that date. In the Master's Degree Program in Guidance, most changes have been within courses. The basic course in Guidance (C-18) is now taught by a group of Faculty members from several parts of the University who are directed by Professor Tiedeman. The course in tests and measurements has been modified to include consideration of achievement tests and is open to students in other programs. The course in individual psychological assessment offers more practice and supervision in individual psychological testing than was true in former years. Role playing, student interviewing, and case analysis have been added to the introductory course in counseling. The introductory practicum in guidance was introduced in 1957-58. The course in vocational development has been changed from one on occupational information to one on career development.

There have also been changes in the Certificate of Advanced Study Program in Guidance. The staff added the full course in personality assessment to the curriculum, the advanced practicum courses in counseling now have a broadened didactic content, and the amount of supervision available to students has been increased.

In the Doctorate Program in Guidance, the following courses were added to the curriculum in 1957-58: a seminar in counseling disturbed children, a seminar on research in counseling, and a seminar on guidance administration. The internship in guidance was also added in 1957-58, as was the choice of a project in place of a thesis for certain students interested in the administration of guidance services. The seminar on research in Career Development was added in 1955.

Negotiations to formalize the practicum work in Guidance under the School and University Program for Research and Development will be undertaken in 1962-63. The staff has also asked the Faculty to establish the position of Director of Apprentice Counseling.

VI

PROFESSIONAL LABORATORY EXPERIENCES

This section describes the professional laboratory experiences of these programs: the Master of Arts in Teaching Program - Apprenticeship Plan (Plan A); the Master of Arts in Teaching - Internship Plan (Plan B); the Master of Education Program for Inexperienced Teachers in Elementary Education - Apprenticeship and Internship Plans; the Administrative Career Program; and the Guidance Programs.

The Master of Arts in Teaching Program - Apprenticeship Plan (Plan A)

The laboratory experiences are under the charge of the Director of Secondary School Apprentice Teaching (Dr. Morris Cogan in 1961-62) and the Assistant Director (Dr. David Purpel in 1961-62). The members of the Faculty who have responsibility for the various Curriculum and Methods courses also participate in the Apprecticeship Program. The Director of the Program, Dr. Theodore Sizer, has over-all responsibility for both Plan A and Plan B.

Working Relationships between Harvard and the Schools

During the academic year 1961-62 we placed 117 AMT candidates in 40 different schools for a program of observation and apprenticeship. The great majority of these schools are within a 10-12 mile radius of Cambridge. (Two students were placed in schools that are closer to their homes, but are somewhat farther from Harvard than other schools).

These schools are part of autonomous political systems (two were independent schools) with only informal connections with Harvard. The principal and/or the department head select the supervising teacher. Harvard, in most cases, requests that specific teachers be assigned as supervisors; the majority of these requests are granted.

The Director of Apprentice Teaching sends each supervising teacher a packet of materials containing brochures and forms that explain Harvard's expectations of the apprenticeship.* In addition, the Director sponsors a series of dinner meetings for these supervisory teachers in which Harvard supervisors and faculty members discuss matters pertinent to the problems of practice teaching. The Director awards a voucher permitting the bearer to register for a course at Harvard to each cooperating teacher for each apprentice.

---

*Copies of thses materials are available on file for examination by the NCATE Committee.

Assignments of Apprentices

Appendix VI - 1 gives the apprenticeship teaching assignments for the Fall and Spring semesters, including the following information: student's name, the teaching fellow assigned, the subject taught, the school, and the cooperating teacher.

During the fall semester, 1961-62, 10 students participated in their apprenticeship: 6 in Social Science, 2 in Fine Arts, 1 in French, and 1 in Classics. During the spring semester, 1961-62, 91 students participated in their apprenticeship: 3 in Classics, 12 in Modern Foreign Languages, 27 in English, 21 in Social Sciences, 4 in Fine Arts, 4 in Music, 7 in Mathematics, and 13 in Science. Sixteen students did their apprenticeship during both semesters, 1961-62: 13 in Social Sciences, 1 in English, 1 in Modern Foreign Languages, and 1 in Classics.

Students were assigned to 40 schools; the number of students in a single school ranged from 1 to 13.

One teacher, engaged in an experimental program, was assigned three apprentices; one of the apprentices taught through both semesters, and two taught during the second semester only. The teacher requested this number and used efficiently the two other apprentices.

Time and Credit Arrangements

Most apprentices do their apprenticeship during the spring semester; a few either request or are required to accomplish, because of February admission, an apprenticeship during the Fall semester. Eight credits are granted for successful completion of a full-time Student teaching assignment. Apprentices spend the mornings, five days a week for 12 weeks, at the schools and are encouraged to spend one full day a week there. Afternoons are spent taking two, or occasionally three, courses. A limited number of students who request to do their apprenticeship through both semesters, spend about two hours per day, five days per week, for about 24 weeks, to earn eight credits.

A few students with previous teaching or apprenticeship experience are granted permission to take 4 credits of student teaching.

Professional Laboratory Experiences Prior to Student Teaching

Prior to student teaching, apprentices take a methods course in their particular field, and a course in principles of teaching connected with the laboratory experience. The other courses taken vary with the scheduling and academic interests of the apprentice. Typically, the apprentice will take two other professional courses in the semester preceding student teaching: a psychology and measurements course and a course in the American School. In addition, he will take a course in his subject matter field under the Faculty of Arts and Sciences.

Also during this semester, each apprentice is required to do a certain amount of observing in the schools which cooperate in the Apprenticeship Program.

Supervision of Student Teaching by Harvard Personnel

In addition to being supervised "on the job" by the regular classroom teacher, each apprentice is supervised by Teaching Fellows, who are usually advanced doctoral candidates with teaching experience.. These supervisors are appointed by the Director of Secondary School Apprentice Teaching and are given responsibility for 4, 8, 12, or (infrequently) 16 apprentices. The Teaching Fellows attend a series of seminars on supervision and make a minimum of four visits to observe each apprentice.

The Teaching Fellows are the first line in a chain or staff system of supervision. There are several faculty members who assist a Teaching Fellow in performing his supervisory functions--the Director and Assistant Director of Secondary School Apprentice Teaching, other Teaching Fellows, and instructors of the curriculum and methods courses.

Apprentices in the music program are supervised by the faculty person who teaches the curriculum and methods course in Music Education. The same is true for some of the students in the Fine Arts program.

Activities in Student Teaching

Apprentices spend the morning hours in the classrooms. They are encouraged to spend the bulk of their time observing or teaching the classes of the supervisory teacher and about 1/4 of their time observing a broad variety of classes. Initially, Apprentices spend most of their time observing their supervisory teachers and some time watching other teachers in the same field. As they become more experienced, they observe other kinds of classes and activities (e.g., lunch, assemblies). Apprentices typically teach two periods and/or confer two periods each day once the classroom teacher feels they are ready.

The Master of Arts in Teaching Program - Internship Plan (Plan B)

Mr. Raymond Blaisdell, Director of Secondary Internship, with the assistance of Dr. Purpel directs the supervision of Plan B interns. Faculty members who teach the Curriculum and Methods courses and the Director of the Program give the same kind of supervisory assistance to interns as to apprentices.

Working Relationships with the Schools

Harvard has a working arrangement with twelve public school systems (Arlington, Belmont, Brookline, Concord, Natick, Lexington, Needham, Newton, Wayland, Wellesly, Weston, Winchester) to support its Internship

Program (Plan B). According to this arrangement, which has been in effect for seven years:

> Harvard agrees to undertake a program of recruitment whereby superior young people will be encouraged to look to Education as a career.
>
> Harvard agrees to provide an adequate training program leading to the Master's degree, including an intensive summer school experience with supervised observation, practice teaching, and some formal course work; one half-year of supervised teaching in one of the schools of the cooperating schools systems; and one half-year of formal course work.
>
> The cooperating school systems agree to provide internship positions whereby two interns, paid by the cooperating school systems, will fill each teaching position.
>
> The cooperating school systems agree to provide adequate supervision for interns while teaching, and to finance this supervision with money that represents the difference between money paid the interns and the prevailing rate of pay for beginning teachers. It is understood, also, that this supervision will be supplemented by supervision provided and financed by Harvard.

The Assignments of Interns in 1961-62

Intern assignments for 1961-62 are given in Appendix VI-2. During the year we placed 83 AMT Plan B candidates in 29 different schools for a full half-year of teaching under supervision.

Attached as Appendix VI-3 is "A Definition of Responsibilities Assumed by School Systems Affiliated with the Harvard Graduate School of Education in the Harvard Internship Program". This policy statement, adopted by the affiliated school systems on November 29, 1961, defines the financial obligation of the school system, the requirements for supervision, and the teaching load of interns.

As in Plan A, each supervising teacher is supplied with materials that define the several dimensions of this role and explain what Harvard expects from him as a supervisor. We hold a series of dinner meetings each year, both for supervisory teachers and for principals; these provide the opportunity for Harvard supervisors and facuty members to discuss matters pertinent to the problems of internship teaching and to the internship program.

The Director urges the supervising teachers in the cooperating schools to attend the one-week Institute on Supervision provided without charge in conjunction with the Harvard-Newton Summer School and to attend the four Saturday morning seminar meetings at Harvard that are required for teaching interns and which are conducted by Senior Members of the Harvard Staff.

Time and Credit Arrangements

The "Definition of Responsibilities Assumed by School Systems" agreed to by school systems in which interns are placed, specifies the following conditions relative to teaching load:

Assignment of four classes with two preparations and some extras, or

Assignment of five classes with two preparations and no extras

Avoidance of large classes

Avoidance of especially difficult classes

The Harvard supervisor checks fulfillment of these conditions as a part of his supervision requirement. Ten credits are granted for successful completion of the Internship teaching; six for the Harvard-Newton Summer Program, and four for the internship assignment.

During the half-year of teaching, the intern usually carries a full teaching load comparable to that of a regular teacher in the school. However, certain restrictions are required in order to protect the intern as a beginning teacher. These safeguards are defined in Section 4 of the "Definition of Responsibilities Assumed by School Systems Affiliated with the Harvard Graduate School of Education in the Harvard Internship Program." (Appendix VI-3)

The teaching interns are required to attend four Saturday morning seminars at Cambridge, which are organized in subject areas and are conducted by Senior Members of the Harvard Staff. The seminars are clinical in nature and deal with content determined by the Staff member in charge. Both Harvard and local supervisors are invited to attend.

Professional Laboratory Experiences Prior to the Internship

All interns (Plan B) are required to attend an intensive six-week session of the Harvard-Newton Summer School as the first step in their training program. This school is in session from 9:00 to 12:15 daily and is organized according to the pattern of a regular school. The pupils live in the co-sponsoring school communities, pay tuition, and represent a reasonable cross-section of normal school population. The curriculum emphasizes enrichment, and credits are not given.

A Master Teacher selected on the basis of his teaching ability and experience in working with beginning teachers is in charge of each class. He has not more than five interns who, under his direction, do most of the teaching after the first week. In almost every case, the Master Teacher precedes the lesson with a planning session and follows it with a critical analysis of the teaching. During the summer of 1961, most interns taught from ten to twelve full lessons.

A subject specialist in each area (English, Romance Languages, Mathematics, Science, Social Science) supervises the morning teaching sessions and usually teaches the Curriculum and Methods course to trainees in the afternoon. Three general supervisors also assist with supervision during the morning session of the school.

In the afternoon, the trainees attend the Curriculum and Methods course, which meets four days each week from 1:15 to 3:00 p.m. On the fifth day, the trainees attend a series of lectures by selected members of the staff, which are intended to supplement the teaching experiences of the morning sessions. From 3:00 to 5:00 p.m. daily, the trainees are again under the direction of their respective Master Teachers.

The Supervision of Interns

Each school in which a pair of interns is placed assumes responsibility for supervision of the interns' teaching. In consultation with the Director of Secondary Internship, the local school administration assignes a local supervisor to each pair of interns, and arranges the supervisor's program to meet his supervisory responsibility to the interns.

In addition to supervising the teaching intern, the local supervisor arranges for at least six meetings during the year with both interns (teaching and non-teaching). At least four of these meetings should be scheduled during the first half-year, and at least one meeting should be scheduled soon after the exchange of interns at mid-year. The purpose of these meetings is to keep the second-half-year intern informed about the scope of the year's work, specific coverage of work during the first half-year, and teaching problems met by the teaching intern. In this manner he helps to promote the work of the two interns as a teaching team and to minimize the transition at mid-year.

Harvard supplements the supervision provided by the local school through Teaching Fellows who, as in Plan A, are usually doctoral candidates with teaching experience. These supervisors are appointed by the Director of Secodndary Internship, and are given responsibility for 2 to 8 pairs of interns. As in Plan A, the Teaching Fellows attend a series of seminars on supervision, and make a miminum of four visits to observe each intern.

The Master of Education Program for Inexperienced Candidates in Elementary Education - Apprenticeship and Internship Plans

The Elementary programs are under the general management of Professor Robert H. Anderson, the Director of Elementary School Internships and Apprenticeship. He engages in liaison with superintendents of the ten cooperating communities (Belmont, Brookline, Concord, Lexington, Natick, Newton, Wayland, Wellesley, Weston, and Winchester) which participate in the apprenticeship and internship programs. With the help of Dr. Rose Sabaroff, the Assistant Director, he participates in the screening and selection of candidates for admission, in the placement of students in cooperating schools, in liaison with the personnel directors of the school systems, principals, school supervisors and cooperating teachers (including an annual series of meetings at Harvard for the purpose of planning and evaluation), and in the general supervision of the students' laboratory experiences.

Working Relationships with the Schools

The internship plan is governed by the same regulations as the AMT Internship Program. Cooperating Master Teachers in Plan B, or principals and supervisors designated to perform this function, are assigned in most cases by school-university agreements. Many of the master teachers are former students in Harvard programs, most have had several years of prior experience in this role, some have been employed or trained by Harvard in teacher training programs, and all have very close contact with the Harvard supervisory staff during the academic year. Many of the cooperating school personnel have also taken part in a course for supervising teachers which is co-sponsored annually by the directors of teacher training institutions in the Greater Boston area. The supervising teachers in Plan A are comparable to those described for Plan B, and Harvard maintains a similar relationship with them. Since most of the apprenticeships occur in the Spring term, the relationship with cooperating teachers is somewhat less intense during the Fall term.

In Plan B the cooperating master teacher is ordinarily paid a minimum of $400 above the regular salary scale. In Plan A the voucher system is the same as that for the Master of Arts in Teaching Program: vouchers for tuition-free courses (worth $187.50 in 1962-63) are awarded to the school district for each apprentice served, and the supervising teachers have first call on them. Harvard sponsors, at its own expense, dinner meetings during the year for cooperating school personnel.

In addition to the available course work, summer tainning, and planning meetings mentioned above, the Harvard staff members make extensive pre-assignment visits to the schools. Some of these occur during previous Spring; the bulk are in September and during the Fall term.

Assignments of Apprenticss and Interns in 1961-62

Appendix VI-4 gives the following information concerning Plan A and Plan B student teaching assignments during 1961-62: name of apprentice, Harvard supervisor, location (including school, grade level, and Principal), and the cooperating master teachers.

All student teaching is done within commuting distance, and most of the schools can be reached by public transportation. Typically, students arrange voluntary car-pools and share the cost.

The largest number of students assigned to a given teacher during the academic year is two, since assignments are made singly and there are only two student teaching periods in each term. In the Harvard-Newton Summer Program as previously noted, each Master Teacher supervises four or five interns in a team arrangement.

Time and Credit Arrangements

Plan A and Plan B require the following amount of on-the-job training:

Plan A: (a) Fall semester: an average of 21 hours of directed observations, plus an expected average of eight half-days of pre-registration observations on which reports are filed.

(b) Spring semester: two seven-week assignments, each averaging about 43 half-days (of 2½ to 3½ hours each) of class time. This constitutes half of the student's course load during this period. The remaining half time is devoted to a seminar on the teaching, and other course work.

Plan B: (a) Harvard-Newton Summer Program: 3½ hours daily for six weeks.

(b) Internship: Full teaching assignment for entire half year, with associated seminar meeting weekly for an hour and a half.

Interns receive a total of ten units of credit in supervised teaching, six for the Harvard-Newton Summer Program, and four for the Internship. Apprentices receive a total of eight units of credit. It is fair to say that the equivalent semester hour value is probably greater than the credits given.

Interns, as at the secondary level, carry a full-time teaching load for half of the school year. The Internship Agreement with the schools specifies that the school will avoid assigning a large class and avoid assigning behavior cases, wherever possible.

Professional Laboratory Experiences Prior to the Apprenticeship and Internship

Students in the Internship Program spend six weeks in the Harvard-Newton Summer Program, and have experiences similar to those described under the AMT Internship Program. The six-week period provides intensive observations of children; the planning and teaching of lessons in all elementary subjects; the observation of demonstration lessons; practice in the use of audio-visual equipment and materials; and a school library; and a variety of other activities. In effect, the Harvard-Newton Summer Program is a full-scale laboratory school.

In the Apprenticeship Plan, a variety of experiences are provided for in the Principles of Teaching course (C-2A) and in the closely related curriculum and methods courses. In C-2A, there are the following requirements:

Six to eight half-days of pre-registration observation.
Laboratory practice in the use of audio-visual equipment.
Four half-days of classroom visits, in groups of five, accompanied by a staff member.
Emphasis on the analysis of curriculum guides and on lesson planning.

The course in language arts includes practice in cursive and manuscript writing; the preparation and teaching of lessons in reading, study skills, writing, creative writing; and the preparation and administration of a reading inventory. There are a variety of practical experiences in connection with the other curriculum courses: preparation of a variety of units in the social studies directed toward specific problems; a weekly signging session, as well as group lessons in the use of simple musical instruments and folk dancing sessions; and weekly laboratory sessions in the science course.

The Supervision of Interns

The Assistant Director, Dr. Rose Sabaroff, assigns student teachers and supervisors. Her sole responsibility, with the exception of teaching the language arts course, is the management and supervision of student teaching activities. Seven quarter-time teaching fellows assist, and all members of the Faculty in elementary education have some responsibility to supervise the student teachers and the teaching fellows.

Each Teaching Fellow supervises two interns and a maximum of five apprentices. Each intern is visited at least once a week for an hour, apprentices at least once every two weeks for an hour. The Teaching Fellow confers with the Principal of the School and the cooperating teachers, holds a conference with the student, and submits reports to the Assistant Director.

Activities in the Student Teaching

In the Apprenticeship Plan, the teaching activities vary somewhat in accordance with individual needs and abilities. Typically, the students spend two seven-week periods in the classroom. Each assignment is at a different grade level. Students also have an opportunity to visit other classrooms, and in Lexington some students work within the framework of team teaching. On the average, in addition to the time spent teaching and observing, students spend forty-five minutes in the school daily in preparation or follow-up activities.

The Administrative Career Program

There are two major types of field experience in the Administrative Career Program: participation in a field study or survey during the second year of residence which occupies from one-third to one-half of the student's time; and, the Project (E. A. 400) which the student completes in the field following residence as the final requirement for the degree. The ensuing description follows the NCATE Guide, giving information about the Field Survey and the Project that is appropriate for each section of the Guide.

Working Relationships Between Harvard and the Schools

The Field Study

The Field Study is carried out under the auspices of the Center for Field Studies. Each year the Center enters into a contractual obligation to carry out a survey of a school system in Eastern Massachusetts. This is a formal contract signed by the Director of the Center and the Chairman of the School Committee for which the Center receives payment. In 1961-62, the school system of Norton, Massachusetts, was studied. The Center and the School Committee agreed that the focus would be as follows: (1) the educational program including the philosophy and objectives of the system, the program of studies, instructional practices, teaching aids and materials, records and tests, student activities, vocational opportunities, organizational and grade structure; (2) the personnel of the school system, including policies and practices about recruitment, selection, training and utilization, promotion, and retirement of teachers and non-professional staff; (3) the administration of the schools; (4) the present school facilities; (5) the financial implications of the suggested changes. The memorandum of agreement between Norton and the Center for Field Studies is included as Appendix VI-5, and the final report, Proposal for Planned Change, is on file for the committee to inspect. Similar reports from past years are also on file.

The Project

At the conclusion of the student's two year residence, he obtains a beginning administrative position, usually in a public school system. The employing school system expects that the completion of a project will be part of the student's work, and the student's adviser and oral committee work carefully with him to ensure that the project proposal is realistic in terms of scope, focus, and time allocation.

Other Field Elements

There are many other working arrangements between the Faculty of Education and school administrators which contribute to the field experiences of candidates in administration and provide opportunities for the in-service training of school administrators. The New England School Development Council provides opportunities for research assistantships and consultantships for both Faculty members and students. NESDEC is composed of a group of school systems in New England which have organized together to pool information and resources and to conduct research and development projects on matters of common interest. NESDEC is independent of the Harvard Graduate School of Education, but Harvard provides housing adjacent to the Administrative Career Program and the Center for Field Studies. An advanced Administrative Institute is held each summer by the Faculty in School Administration which brings together school superintendents from across the nation to consider significant educational issues for a two-week period. The Institute draws upon the resources of the entire University. The Graduate School of Education also cooperates with the Summer School each year in providing a two-day conference on educational administration which is open to Summer School students, school board members, administrators, teachers and laymen. In addition, the staff of the Administrative Career Program works with the New England Committee for the Advancement of School Administration to provide a series of in-service opportunities throughout New England.

The Assignment of Apprentices

The Field Study

All second-year students in the Administrative Career Program were assigned to the Norton Study. Appendix VI-6 shows the breakdown of assignments to the several committees formed to conduct the study; overall study group, curriculum, building and finance, community-administration, and personnel sub-committees.

The Project

Appendix VI-7 is a list of projects completed during 1961 and 1962, giving the title and location of each project, the members of the Faculty Committee, and the Final Oral Review Committee.

Time and Credit Arrangements

The Field Study

During 1961-62 the Field Study occupied three-eights of the students' academic time and lasted approximately six months. Official credit of three half-courses was given (12 credits). Two courses were so designed as to meet before the study began and resume on its completion. One seminar, drawing together the experiences of the study and relating these to the entire two-year program, met intensively after the study was completed. An elective is taken each semester and continues during the study.

The Project

Students register for three half-courses at the Graduate School of Education while engaged in their field project. Flexible arrangements provide students with the opportunity to complete their projects over one to three semesters - conditions of work obviously vary with the employing school system.

Professional Laboratory Experiences Prior to the Apprenticeship

The Field Study

Several provisions have been made to provide administrative experience prior to the Field Study. During the first resident semester, students as part of C-108 spend one day per week in a community in the Boston area. In the first part of the term, each student is placed with an administrative officer with central responsibilititess in a local government, and in the latter part with a like administrator in a school system. During that first term, students also participate in a course which employs the case study approach. In 1960-61 students studied the New Haven school system and during 1961-62, the Boston school system. In each system studies were being carried out in connection with urban renewal programs. Most students also obtain administrative and supervisory jobs in school systems in the summer between the two resident years. Further, every effort is made, during the first or second year, to allow students with no supervisory experience to serve as teaching fellows supervising Harvard apprentice or intern teachers.

The Project

The student's two year program of study, including the field study, is expected to provide ample preparation for the project.

Supervisory Practices

The Field Study

Faculty originate the field study and sign the contract, serve as consultants to the various committees, serve on the steering committee with the students, and become heavily involved, after the data have been collected and analyzed, in the final stages ot the study.

The Project

The Student's project proposal must first be approved by his adviser. He then presents his proposal to a Faculty Committee of three members, and approval of the Committee is necessary before he starts his project. The final seminar of the Program is a discussion of the preparation of t project. While he is working on his project, the student must submit journals regularly indicating his progress and the problems which he has encountered. During this time, he is visited and his performance evaluated at least once by a member of the Faculty. Finally, the project must be read and approved in the same way that all dissertations and projects are evaluated by the Committee on the Degree of Doctor of Education.

Activities in the Apprenticeship

The Field Study

The students take major responsibility for organizing, administering, and carrying out the objectives of the field study. The students set up the study groups, collect and analyze the data, make preliminary recommendations, and write the final report of the study. Faculty members participate in the initial planning and during the period when the preliminary recommendations are being reconsidered as a basis for the final report. However, the students remain responsible for incorporating the suggestions of the Faculty members and for bringing the report into its final form.

The Project

After his proposal has been approved, the student must, as previously noted, conduct whatever organization is necessary on the job, collect and analyze data, keep journals, and submit his final project in written form. The completion of a project usually requires the successful application of a wide range of administrative activities involving both theory and practice.

Programs in Guidance

The arrangements for laboratory experiences in the Guidance Programs vary considerably, depending upon the student's career orientation and on the level of graduate training at which he is studying. Because of the diversity of laboratory experiences enjoyed by students in Guidance and the School, it is difficult to describe these experiences in terms of an outline which focuses specifically on the laboratory conditions for the training of classroom teachers. This report will describe the arrangements at the Ed.M. level separately from those at the advanced levels of Guidance training. In addition, the NCATE Guide will not be followed *seriatim*.

A special feature in the laboratory arrangements in Guidance is the considerable use of the Newton School System at all levels of training. This is done, in part, because of the comprehensive and high quality programs available in the Newton Schools. A more particular reason, however, is the special position of Dr. Edward Landy, who is both Assistant Superintendent for Personnel Services in Newton and, jointly, a Lecturer on Education in the HGSE concerned with training in Guidance. Dr. Landy is in a strategic position to provide leadership in setting up and in designing the laboratory experiences of our students in the Newton Schools.

Laboratory Experiences at the Master's Degree Level

Cooperating Institutions

A listing of schools and other facilities which have cooperated in providing laboratory experiences to our first year students appears in Appendix VI-8. The course instructor in C-110 (Introductory Practicum in Guidance) has taken full responsibility for negotiating with the field facilities and for assigning the students. The School contributes no money for services, although a tuition voucher is made available, intitling one of the staff of the institution to take a free course at the School.

The instructor in C-110 has no direct control over the field supervisor; he obtains changes in the laboratory conditions through persuasion and negotiation. Generally, the field institutions seem to feel that a *quid pro quo* for their administrative supervisory effort is realized both in direct service by our students and by the stimulation their presence brings to the regular staff.

Transportation

At all levels of training, the students travel in their own cars -- or in car pools. Where this is impossible, a student is placed in an institution which can be reached by rapid transit lines from the University.

Visits by University Faculty

In past years, the instructor has visited each cooperating institution in advance, usually accompanied by the student who is to be placed; he has arranged the conditions for the laboratory experience in conference with the supervising staff. Unfortunately, the great increase in the size of the first year class during the past two years has precluded such visits. It is planned in future years to arrange a luncheon and conference at the University for representatives of each of the cooperating institutions at the first year level.

Characteristics of the 1st year Laboratory Course

C-110, an Introductory Practicum, provides the Guidance equivalent of practice teaching. In this course, taken as a half-course (4 credits) in the Spring semester, the student works at least ten hours weekly -- often he volunteers more -- for a period of at least 15 weeks. As cooperating institutions vary in the structure and functions of their guidance programs, the University refrains from stating in detail the experiences which it wants for its students. A minimal requirement is that each student assume counseling responsibilities as soon as field circumstances permit.

It is also expected that the student will enjoy the widest range of professional experience in the guidance role which the laboratory institution can make possible. Our first year students have typically been able to take substantial professional responsibilities even during the early phase of their training.

In addition to his field experience, the C-110 student spends the following time at the University: two hours weekly in a case seminar (seven students assigned to each of four case groups), at least one hour in weekly conferences with his supervisor, and two hours in a didactic seminar held by the course instructor.

Pre-laboratory Experiences

During the Fall semester, the students go to schools and other institutions to conduct individual intelligence testing as part of the course in individual psychological assessment. In the course, an Introduction to Counseling, the students engage in role-playing, recorded student interviewing and case analysis. These experiences are phased purposefully in the Fall semester as part of the preparation for the Spring field placement.

Concurrent Courses

A full time program in the Spring semester consists of three courses in addition to the practicum course. The guidance students are given as much freedom as possible in course selection, consistent with projected professional certification requirements. They typically will take courses in tests and measurements, and vocational development. They frequently take a course in the Behavioral Problems of Childhood. They will increasingly take the Diagnosis and Treatment of Reading Disabilities, when this course becomes available. They are encouraged to carry out special projects during their practicum which are related to the other courses. Such projects might be a statistical study of academic performance or of aptitude tests or a case study in vocational development. They are expected, of course, to spend additional hours in the field to carry through the projects from courses other than the practicum.

Role of the University Faculty

The course instructor takes responsibility for the assignment of students to laboratory facilities. In C-110, the instructor establishes a relationship with the appropriate representative in each institution. After all laboratory placements have been made, the students are assigned to one of four case groups at the University. Each case group has its own supervisor; all four supervisors work under the direction of the course instructor. Each supervisor runs a weekly case seminar for his group and provides weekly individual consultation to the students in his group. The supervisors are advanced doctoral candidates who had at least three years of training and/or work experience in counseling. The University supervisor maintains direct contact during the semester with the representative of the laboratory facility and obtains periodic evaluations of the student's work.

Overview

The kinds of activities in which the students engage already have been implied in the above sections. By the middle of the Spring semester, the students are usually carrying out a variety of responsibilities typically assumed by a professional guidance counselor. They may not yet work with the same degree of competence and confidence; they are responsible to a supervisor; moreover, they are frequently made aware of their limits and of the ethical principles which circumscribe their work. The consensus among all three elements, -- students, cooperating institutions and the University staff -- is that the experiences of this course have a most rewarding pay-off in the professional growth of the students.

Laboratory Experiences at an Advanced Level

A listing of schools and other institutions which have been used for laboratory experiences at an advanced level appears in Appendix VI-9. The laboratory experiences of the students are formalized in three courses, B-220-221, C-202-203, and C-217. The cooperative arrangements are worked out in greater detail; the supervisors are paid.

C-202-203

This is ordinarily a full course (8 credits throughout the year). Students are placed as indicated in the listing in Appendix VI-9. Each student typically carries a case load of six clients in psychological counseling; many of these cases extend through the entire school year. Weekly case and didactic seminars, along with individual supervision to complement that provided in the field, are administered at the University. The University staff has some years included three instructors from the regular faculty. In 1962-63 the course will be managed by one instructor and two teaching fellows.

B-220-221

Covering theory and practice in assessment, this course makes field placements in order to enable the students to gain supervised experience in personality testing and in the writing of assessment reports. Students are placed as indicated in the listing in Appendix VI-9. In B-220, fall semester, they test a normal child in the Lexington Schools, and administer a complete battery, including projective tests. In working out a full report on each child, each student is provided three hours' individual consultation with either of the two teaching fellows in the course and with the instructor. Spring placements in Children's Hospital, Youth Service Board and Boston State Hospital provide similar experience in assessment. In addition, each cooperating institution provides field supervision and case seminars by one of its representatives who is paid by the University. Throughout the year, the students attend two lectures weekly given by the course instructor; the lectures afford theoretical background in personality development and didactic instruction in the tests used and in the procedures of personality assessment.

C-217

Students register for this course who are placed in internships at the third-year level. The students work at least half-time throughout the year under a supervisor in the cooperating institution. They also report on their practice to a faculty member who takes responsibility for their laboratory training. They ordinarily register in addition for C-210, Seminar in Counseling Disturbed Children or for C-212, Seminar in Research in Counseling, depending upon whether their career orientation is toward school psychology or toward couseling psychology. At this level, the student's case work in assessment and in treatment is expected to satisfy standards appropriate to those of professional practitioners; that is, although his case load is selected and supervised by someone and although he is responsible to report to the University about his practice, his reports and his treatment efforts are expected to be of sufficient caliber to serve the work load of the institution in which he is placed. On these placements, it is expected that the student will be paid either by the cooperating institution or through a University administered stipend.

VII

FACILITIES AND INSTRUCTIONAL MATERIALS FOR TEACHER EDUCATION

Housing and Office Equipment for the Faculty

The Faculty presently have offices in each of the nine separate buildings that comprise the School. While none of the buildings was designed for academic purposes, each has been remodelled to a greater or lesser extent to meet the needs of its occupants. All regular full-time faculty have private offices with the usual equipment, and either have a private secretary or share her with no more than one other person. Each secretary has been provided with standard equipment for transcription, duplication, etc. Faculty members who hold joint appointments with other departments of the University do, in some instances, have second offices available to them in other parts of the University.

Available Classrooms and Equipment

Classes are held within those buildings belonging to the School, in buildings belonging to the Faculty of Arts and Sciences, and, during the summer, in facilities housing the Harvard-Newton and Harvard-Lexington Summer Programs.

Among the special equipment in the School's own classrooms are a laboratory used for basic scientific experiments, a room containing calculating machines used for statistics classes, a room with several teaching machines used in courses pertaining to programmed instruction, and a music room which contains a piano, a blackboard, and other relevant material.

Certain facilities used by the Faculty of Arts and Sciences are also used by this School. Classrooms particularly suited for the use of audio-visual equipment, such as the language laboratory, and laboratories for instruction in the physical sciences are but a few of the types of shared facilities.

Classes and equipment are also located in certain centers for research and development: The Center for Field Studies, the Laboratory for Human Development, the Laboratory for Research in Instruction, and the Language Research Institute.

The Library

While there are many books and periodicals located in centers such as those previously described, most reference material is located in the Graduate School of Education Library. The Library, which occupies 3,000 square feet and contains 17,3000 volumes is not adequate for the School's present needs.

Both Faculty and students make frequent use of other libraries at the University. Widener Library contains over 84,000 volumes in its Education Section; the Littauer Library of the Graduate School of Public Administration, frequently used by doctoral candidates in administration, contains over 300,000 volumes; the Library of the Department of Social Relations, frequently used by candidates for degrees in guidance and in appropriate teacher education programs, contains approximately 8,000 volumes.

Special Facilities for Remedial Work in Reading and Speech

The Harvard Bureau of Study Counsel encourages graduate students to observe its work with undergraduates. However, the most popular facilities for observing and participating in remedial work in reading and speech are the Boston Reading Service and four reading centers operated by the Newton Public Schools.

Special Equipment Available for Research

Within the School itself, this equipment is available: an observation room, fitted with one-way mirrors and special recording equipment, a small sound-proof room used for research in psychometrics, an IBM 402 tabulator, an IBM 083 Sorter, an IBM 026 Punch with Fortran, a numberic card punch, six T15-15 Walensac Stereo Recorders, and eight calculators.

Within the University are an IBM 7090 computer, various language laboratories, and special facilities for housing small animals.

Facilities of the schools associated with the School and University Program for Research and Instruction (SUPRAD) are also available. For example, the Town of Lexington permits the School to use the facilities of the Estabrook School - a school specifically constructed so that it might be used for team

NB: Miss Johnson reports that total
expenditures for books and periodicals
(including Library, SUPRAD, I & R,
Newton, Lexington, etc.) amounted to
only $9,654 for this fiscal year.

teaching.

Expenditures During 1960-61

The School spent $11,500 for books and periodicals. Approximately $15,000 was spent for special equipment for teaching professional education. $750,000 was available in 1960-61 to support research by members of this Faculty.

Instructional Materials Available

The School Library maintains materials for the basic courses in education. Over 3,000 of the 10,000 volumes in the main classification are periodical volumes. Some 2,000 of the most used and most useful of these are classed as "closed reserve" and are kept readily available for use. There are two separate locations for textbooks, charts, tests and other instruction. Material used by participants in programs in secondary education is housed in a special room on the second floor of Lawrence Hall. Equivalent materials pertaining to teaching in the elementary school are maintained on the third floor.

A collection of nineteenth and early twentieth century American school reports in Widener Library has been most useful for those studying the history of education. Also invaluable has been the availability of 25,000 textbooks which are housed at the New England Deposit Library.

Audio-Visual Materials

The following audio-visual material is used by Faculty and students: two Bell and Howell film projectors (16 mm), two film strip projectors, one opaque projector, two phonographs, two tape recorders, a wide variety of film strips dealing with topics in science and social studies, and approximately two hundred records used in elementary and secondary music education. (It should be noted that most, if not all, of the schools in which interns or apprentices are placed have excellent audio-visual equipment.)

Plans for the Future

We are in the process of completing a drive for funds which will make possible the entire relocation of the School into new facilities. Several recent reports of the building committee which exhibit the care with which our needs have been analyzed will be available for evaluation.

The School has purchased Longfellow Hall from Radcliffe College. Longfellow, only twenty years old, was designed and built to house both classrooms and offices for the Faculty.

The School has also purchased land opposite from Longfellow on which a new 30,000 square foot building will be constructed. It is further anticipated that the Library will be relocated to the existing Radcliffe library building at such time as Radcliffe constructs its new library.

Present plans call for a remodelled Longfellow Hall to be ready for occupancy by September 1, 1963; for the new building to be ready for occupancy by September 1, 1964; and, for the move to the Radcliffe library to take place as soon as possible.

THE APPENDIX

FINAL SCHEDULE OF MEETINGS - ACADEMIC YEAR 1962-63

DATE	TIME	MEETING
	(September 10 - 20 Architects in Residence)*	
Monday, September 17	12 - 3	Committee on Admissions
Tuesday, September 18	*9:30 - 1	Orientation Meetings for New students
	(Thursday, September 20 Registration)	
	(Friday, September 21 Registration)	
	(Monday, September 24 Classes Begin)	
Wednesday, October 3	10:15	Faculty Meeting
Thursday, October 4	9:30 - 11:30	Course Offerings Committee
Monday, October 8	10:15 - 12:15	Meeting, Senior Members of the Faculty
Monday, October 8	12:00	Ph.D. in Education Committee
Wednesday, October 10	10 - 12	Committee on the Degree of Doctor of Education
	(Friday, October 12: Holiday: Columbus Day)	
Monday, October 15	9:30 - 11:30	Ed.M. - C.A.S. Committee
Tuesday, October 16	10:00	Committee on the Library
Wednesday, October 17	10:00	SUPRAD Administrative Board
	(October 22 - 24 NCATE Evaluation Visit)	
Wednesday, October 24	9 - 11	Course Offerings Committee
Wednesday, October 24	11:00	Faculty Seminar
Friday, October 26	2:00	University Committee on Programmed Instruction
Wednesday, November 7	10:15	Faculty Meeting
*Wednesday, November 7	2:00	Committee on Admissions
	(Sunday, November 11: Holiday: Veterans Day TO BE CELEBRATED ON MONDAY, NOVEMBER 12)	

Wednesday, November 14	10 - 12	Committee on the Degree of Doctor of Education
Wednesday, November 21	2:00	SUPRAD Administrative Board
Wednesday, November 21	5:30	SUPRAD Administrative Board-School Committee

(Thursday, November 22: Holiday: Thanksgiving Day)

Monday, November 26	10:15 - 12:15	Meeting, Senior Members of the Faculty
Wednesday, November 28	11:00	Faculty Seminar
Friday, November 30	9:30 - 11:30	Course Offerings Committee
*Monday, December 3	9:30 - 12	Committee on Financial Aid to Students
*Monday, December 3	3:00	Committee on Admissions
Wednesday, December 5	10:15	Faculty Meeting
Tuesday, December 11	10:00	Committee on the Library
Wednesday, December 12	9 - 11	Committee on the Degree of Doctor of Education
Wednesday, December 12	11:00	Faculty Seminar
Wednesday, December 12	2:00	AMT Administrative Board
Monday, December 17	9 - 11:30	Ed.M. - C.A.S. Committee
Monday, December 17	Dinner	Senior Members of the Faculty
Wednesday, December 19	2:00	Committee on Admissions

*(Sunday, December 23 Christmas recess begins)

Friday, January 4	9:30	Financial Aid to Students Sub-Committee

(~~Thursday~~ Monday, January ~~8~~ 7 Classes reconvene following recess)

Wednesday, January 9	10:15	Faculty Meeting
Thursday, January 10	9 - 11	Committee on the Degree of Doctor of Education
Wednesday, January 16	10:00	SUPRAD Administrative Board

*Wednesday, January 16	1:30	Committee on Admissions
Friday, January 18	9:30	Financial Aid to Students Sub-Committee
	(Friday, January 18	Examinations in courses begin)
Wednesday, January 23	11:00	Faculty Seminar
	(Wednesday, January 30	Examinations in courses end)
	(Friday, February 1	Registration for spring term)
Tuesday, February 5	10:00	Committee on the Library
Friday, February 8	9 - 4	Executive Committee (AYI)
Monday, February 11	9 - 1	Executive Committee (AYI)
Monday, February 11	3:00	AMT Board (Degrees)
Tuesday, February 12	9:30	Ed.M. - C.A.S. Committee (Degrees)
	(Tuesday, Feburary 12	Faculty of Arts and Sciences votes on Degrees)
Wednesday, February 13	10:15	Faculty Meeting (Degrees)
Wednesday, February 13	2:00	SUPRAD Administrative Board
Thursday, February 14	9 - 11	Committee on the Degree of Doctor of Education
Thursday, February 14	1:30	Committee on Admissions (AYI) cases
Monday, February 18	12 - 2	Ph.D. in Education Committee
Thursday, February 21	9:30 - 12	Committee on Financial Aid to Students
	(Friday, February 22:	Holiday: Washington's Birthday)
Wednesday, February 27	11:00	Faculty Seminar
Thursday, February 28	All Day	ACP Staff Meeting
	(Monday, March 4	Corporation votes on Degrees)
Wednesday, March 6	10:15	Faculty Meeting
Thursday, March 7	1:30	Committee on Admissions

Friday, March 8	9:30	Financial Aid to Students Sub-Committee
Friday, March 8	9 - 11:30	Course Offerings Committee
Friday, March 8	6:00	ACP Staff (screening applicants)
Saturday, March 9	All Day	ACP Staff (screening applicants)
Wednesday, March 13	10 - 12	Committee on the Degree of Doctor of Education
Thursday, March 14	11 - 5	ACP Staff--Selection of applicants to be recommended to Admissions Committee
Friday, March 15	2:00	Sub-Committee on Ed.M. Elementary Applications
Monday, March 18	9 - 11:30	Course Offerings Committee
Wednesday, March 20	10:00	SUPRAD Administrative Board
Thursday, March 21	1:30	Committee on Admissions
Friday, March 22	10:00	AMT Administrative Board
Friday, March 22	2:00	Financial Aid to Students Sub-Committee
Wednesday, March 27	9 - 11	Committee on the Degree of Doctor of Education
Wednesday, March 27	11:00	Faculty Seminar
Friday, March 29	10:15 - 12:15	Meeting, Senior Members of the Faculty
	(Sunday, March 31	Spring recess begins)
	(Monday, April 8	Classes reconvene following recess)
Monday, April 8	9 - 11:30	Ed.M. - C.A.S. Committee
Wednesday, April 10	10:15	Faculty Meeting
Thursday, April 11	9 - 12	Committee on the Degree of Doctor of Education
Monday, April 15	9 - 11:30	Course Offerings Committee
Tuesday, April 16	1:00	Committee on Admissions

Wednesday, April 17	9 - 12	Committee on the Degree of Doctor of Education
Wednesday, April 17	2:00	SUPRAD Administrative Board
Wednesday, April 17	5:30	SUPRAD Administrative Board-School Committee
Thursday, April 18	9:30	Financial Aid to Students Sub-Committee
Tuesday, April 23	All Day	ACP Staff Meeting
Wednesday, April 24	9 - 11	Committee on the Degree of Doctor of Education
Wednesday, April 24	11:00	Faculty Seminar
Thursday, April 25	1:30	Committee on Admissions
Friday, April 26	9:30	Financial Aid to Students Sub-Committee
Wednesday, May 1	10:15	Faculty Meeting
Friday, May 3	6:00	ACP Staff--screening of applicants
Saturday, May 4	All Day	ACP Staff--screening of applicants
Tuesday, May 7	10:00	Committee on the Library
Wednesday, May 8	9 - 12	Committee on the Degree of Doctor of Education
Thursday, May 9	All Day	ACP Staff--screening of applicants to be recommended to Admissions Committee
Wednesday, May 15	10:00	SUPRAD Administrative Board
Thursday, May 16	9 - 12	Acommittee on the Degree of Doctor of Education
Thursday, May 16	1:30	Committee on Admissions
Friday, May 17	9:30	Financial Aid to Students Sub-Committee
Monday, May 20	12 - 2	Ph.D. in Education Committee
Monday, May 20	Dinner	Senior Members of the Faculty

Tuesday, May 21	9:30 - 12	Committee on Financial Aid to Students
Wednesday, May 22	11:00	Faculty Seminar
Thursday, May 23	9 - 12	Ph.D. in Education Committee

(Wednesday, May 22 Examinations in courses begin)

(Thursday, May 30: Holiday: Memorial Day)

Wednesday, May 29	1:30	Committee on Admissions
Friday, May 31	9:30	Financial Aid to Students Sub-Committee

(Tuesday, June 4 Examinations in courses end)

Wednesday, June 5	9 - 12	Ed.M. - C.A.S. Committee (Degrees)
Friday, June 7	2:00	AMT Board (Degrees)
Monday, June 10	10:15	Faculty Meeting (Degrees)

(Monday, June 10 8:00 Faculty of Arts and Sciences Degrees)

(Thursday, June 13 Commencement)

Thursday, July 18		Committee on Admissions

HARVARD UNIVERSITY
RADCLIFFE COLLEGE

Programs for Elementary and Secondary School Teaching

APPLICATION FOR ADMISSION

ADMISSIONS OFFICE
3 Lawrence Hall
Kirkland Street, Cambridge 38, Massachusetts

Date ______________

Full Name ______________ Last ______________ First ______________ Middle (do not use initial)

Mailing Address ______________ Street ______________ City and Zone ______________ State ______________ Phone ______________

Permanent Address ______________ Street ______________ City and Zone ______________ State ______________ Phone ______________

Date of Birth ______________ Month Day Year Sex ______________ Marital Status ______________ No. of Children ______________

No. of Other Dependents ______________ Citizenship ☐ United States ☐ Other ______________ Country ; ______________ Type of Visa

Have you previously applied for admission to this School? ☐ Yes ☐ No Academic year ______________

H[illegible]e you ever taken a course at Harvard or Radcliffe? ☐ Yes ☐ No

If so, give year ______________, term ______________, and Department or School ______________

Have you consulted or corresponded with any member of this Faculty regarding your admission? ☐ Yes ☐ No

If so, with whom and at what time ______________

PLEASE CONSULT THE CURRENT CATALOGUE BEFORE ANSWERING:

For what degree are you applying:

☐ **Master of Arts in Teaching** (secondary school). **Subject field:** ______________

☐ Plan A (Apprenticeship) ☐ Plan B (Internship). If you are interested in *both* plans, indicate preference with 1 and 2 in boxes. Internship appointments are contingent upon personal interviews with the school superintendents.

☐ **Master of Education** (elementary school). Do you have a grade level preference? ☐ K-3 ☐ 4-6

☐ Plan A (Apprenticeship) ☐ Plan B (Internship). If you are interested in *both* plans, indicate preference with 1 and 2 in boxes. Internship appointments are contingent upon personal interviews with the school superintendents.

☐ **Harvard-Newton Summer Program Only.** ☐ Elementary ☐ Secondary **(Subject:** ______________**)**

When do you wish to begin study? ☐ Summer, 19____ ☐ September, 19____ ☐ February, 19____

[illegible]n do you plan to take or when did you take the aptitude test of the Graduate Record Examination or the Miller Analogies Test?

Date ______________ Place ______________

EDUCATION

Secondary school(s) attended.

School	Location	Dates of Attendance From	To	Date of Graduation

Colleges and universities attended. *Official transcripts of all college and graduate work undertaken must be submitted.* **(If you are now a student, transcripts should include your record through the first term of your senior year and your courses in progress; then, as soon as available, you should forward an up-to-date transcript showing all courses, grades, and any degree granted.)**

Colleges and Universities	Location	Dates of Attendance From	To	Major Field	Degree or Diploma	Date Received or Expected

List extracurricular activities *in order of importance to you, starting with the most important.*

during secondary school	subsequent to secondary school

All employment experience, including summer employment.

Title List Most Recent Position First	Nature of Work	Place and Institution	Dates From	To

Did you have any part-time jobs (not including summer work) while attending college? ☐ Yes ☐ No

If yes, state average hours per week as a Freshman__________ Sophomore__________ Junior__________ Senior__________.

State honors received: Phi Beta Kappa__________ Summa Cum Laude__________ Magna Cum Laude__________ Cum Laude__________

Dean's list (list semesters)__________.

Other __________.

Rank in class, if known:__________ out of__________ in__________.

Number Number in Class Academic Year

List publications of which you are author or co-author__________.

LETTERS OF REFERENCE

Please list the names of three persons to whom you are sending the enclosed reference forms. These forms must be received before the application is acted upon. At least two or even three should be college instructors familiar with the calibre of your academic work. The other may be an employer or supervisor, not a relative.

Name	Address	Position

HEALTH

Have you ever had any serious illness? ☐ Yes ☐ No If so, give details____________

____

Indicate, as appropriate, any physical handicap you have: Eyesight ____________ Hearing ____________

Speech ____________ Loss of limb ____________ Other ____________

Have you ever seen a physician regarding emotional or mental difficulties? ☐ Yes ☐ No If yes, please give full details on a separate sheet; indicate nature of difficulty, dates involved, and whether any limiting condition still exists.

FINANCIAL DATA

Total amount of money you can count on during your first year $____________ Sources: Family $____________ Friends or Relatives $____________ Savings $____________ Other Sources (please specify) $____________.

If not a citizen of the U.S. and applying from a foreign country, you must secure in this space the signature of a consular, university, or bank official verifying this statement.

____
Signature

____
Title

Have you made or are you planning to make application for financial aid here? ☐ Yes ☐ No. **(Application for financial aid must be made on a separate form which should be filed with the admissions application; these requests for aid are considered immediately following admissions action.)**

Have you made application for financial assistance from sources outside Harvard University? ☐ Yes ☐ No

If not, are you planning to do so? ☐ Yes ☐ No. If yes, in either case, give details____________

PERSONAL STATEMENT

If you do not consider your grades an adequate index of your ability, please explain why on a separate sheet.

On separate sheets, indicate in as much **detail** as possible your reasons for selecting a career in education, your intellectual concerns including interest in any special educational problems, and your plans for study at Harvard. Include anything in this statement which would assist the Admissions Committee in getting a better idea of you as a prospective candidate for a degree. (We recognize that your thinking on these points may be tentative at the present time.) **The Admissions Committee considers this one of the most important parts of your application.**

Signature________________________

IMPORTANT

1. Have all required official transcripts been sent to 3 Lawrence Hall? ☐ yes ☐ no if not, when will we receive them?________
2. Have Graduate Record Exam or Miller Analogies Test scores been sent? ☐ yes ☐ no If not, when will we receive them? ________________
3. Are supplementary pages to this application signed and attached?
4. It would be thoughtful of you to provide stamped envelopes addressed to this office for your writers of recommendations.
5. Undergraduates at colleges in the Twenty-Nine College Cooperative Plan should ensure return of all materials to Harvard representative on campus.

All papers filed in support of this application become part of the permanent record
of the Admissions Office and thus are not returnable.

NOTIFY US PROMPTLY OF MAILING ADDRESS CHANGES

HARVARD UNIVERSITY
RADCLIFFE COLLEGE
ADMINISTRATIVE BOARD
MASTER OF ARTS IN TEACHING

ADMISSIONS OFFICE

3 LAWRENCE HALL, CAMBRIDGE 38, MASS.

LETTER OF RECOMMENDATION TO SUPPLEMENT APPLICATION FOR ADMISSION

Name of Applicant ______________________________
Last or Family Name First Name Middle Name

Field of Concentration ______________________________

(The above to be filled out by applicant.)

The Administrative Board would appreciate a confidential statement from you concerning the applicant named above, evaluating his ability to carry on advanced study in his field of concentration and estimating his potential for a career in education. If you can compare this applicant with other students who have attended or are now applying for admission to this Program, we should welcome such a comparison.

Please Rate the Applicant in Comparison with Others of His Age and Position Whom You Have Known:

	Upper 1 or 2%	Upper 10% but not upper 1 or 2%	Upper 25% but not upper 10%	Upper half, but not upper 25%	Lower half	No Basis for Judgment
Native Intellectual Ability						
Breadth of General Knowledge						
Ability to Express Himself Orally						
Ability to Express Himself in Writing						
Perseverance						
Emotional Maturity						
Imagination and Probable Creativity						
Potential as a Teacher						

Signature ______________________________

Position ______________________________

At ______________________________
(College or University)

Address ______________________________

Date ______________________________

CONFIDENTIAL. Do not return to applicant. Please mail this statement directly to the Admissions Office at the above address.

Rev. 10/1/61

Harvard University
Graduate School of Education
Cambridge, Mass.

Supplementary Instructions for Administrative Career Program Applicants

In supplying the information requested, please use additional sheets of paper as required. Submit all forms along with the regular application form.

1. Give the enclosed reference forms to persons who qualify in three of the categories below. List the names of these persons also on the regular application form.

    a. The principal of the school in which you have been or were a teacher the longest.

    b. Your immediate superior if you are currently holding a supervisory or administrative position.

    c. A teacher in your major subject area in the same school system if you are currently teaching.

    d. An individual who can critically evaluate your teaching and/or administrative performance.

    e. A college or university teacher with whom you did undergraduate work in the social sciences, educational psychology, philosophy or curriculum.

2. In what way do you expect the Administrative Career Program to meet your needs? (e.g. what are your career plans and in what ways do you see the Administrative Career Program fitting into them?) State your thoughts on a separate sheet.

3. On a separate sheet describe some important event, occurring during the regular course of your professional duties, that involved you in a crucial decision with other people in your school system.How was a decision arrived at and what are your thoughts now concerning this decision?

4. Read the attached case entitled, "Popular Bandmaster." Write a brief paper laying out the courses open to the superintendent. Elaborate on the decision you would make.

POPULAR BANDMASTER

Mr. Phipps' Request

In late July, 1953, Cyrus Phipps, music supervisor of the secondary schools in Fern City, appeared at the home of Francis Carroll, principal of Carter Junior High School.

Mr. Phipps had been on the staff of the Fern City schools as a part-time supervisor since 1927, and a full-time supervisor since 1929. Now he requested that during the next school year he be relieved either of duties as director of the school sing, an activity which was held every Tuesday from 11:40 to 1:00 at the Carter Junior High School, or of the regularly scheduled music class which immediately preceded the noon activity. He said that before going to Carter in the morning, he had to teach two periods at the high school - choral singing and glee club from 8:30 to 9:21 and band from 9:21 to 10:21. He then came "down to the junior high school" to begin his teaching day.

Mr. Phipps, who worked between the Fern City High School and the Carter School, the one junior high school in the city, requested the relief on the grounds that his schedule was already overly long. He felt that the school sing was not primarily a music department activity, but rather an extracurricular recreational program which could be handled by the regular staff at Carter. Mr. Carroll pointed out that Phipps actually did not begin to teach until 10:50, which allowed him thirty minutes between the high school and first class at Carter. That class ran from 10:50 to 11:40, and from this class Mr. Phipps went to the auditorium to conduct the Tuesday sing, usually making his entrance between 11:45 and 11:50.

Phipps felt that there was more than a matter of time involved. He said: "I object to the load coming like that. I have to run from a teaching class directly into the songfest. The only way a person can realize how hard I work is to follow me around all day. Sometimes I can't eat. I have charge also of the discipline in the auditorium. I would like more time for a change of mental environment."

Mr. Carroll did not see it the same way. He pointed out to Phipps that the activity program was very important, and besides it would be difficult to replace a man of Phipps' ability.

Cyrus Phipps agreed that the activity periods served an essential purpose. He also agreed that the songfest was one of the most important and popular of the noon programs. "The kids like it," he said. "Mainly it's recreational singing. We flash the words on the screen, I play the piano, and the kids sing. But sometimes I get a chance to slip in a real worthwhile record for them to hear."

Phipps also agreed that it would be difficult to find a replacement for him. He said that the job required a man with a good heavy touch on the keys. He also found it easy to get along with the children and felt that some substitutes wouldn't find it so easy. He said that ten years previously he had volunteered to take the noon sing on a temporary basis. Before this a woman who had "a strong touch on the piano" had been hired to play for the sing. Phipps had directed the singing from the floor. One of the piano players had sent a bill to the superintendent, and according to Phipps, the superintendent complained about the expense. Phipps had agreed to take over temporarily; ten years later he was still "stuck with it."

Mr. Carroll and Mr. Phipps discussed the problem for some time, and finally Phipps indicated that he would see the superintendent.

He thought he had a good case, and reviewed the points in his favor.

Cyrus Phipps, as director of the school band and the school glee club, played an important role in the community and was before the public on many occasions. He had, for example, aided in a Christmas musical program put on by the Woman's Club, a memorial program put on by the Elks, and a breakfast sponsored by the Knights of Columbus. Recently the city had celebrated its founding, and he had supervised an enormous musical program. A fifty-piece band and a chorus of over two hundred had performed under his direction during the celebration.

When a citizens' committee had organized a program for a state music festival, Phipps had directed a seventy-piece band; and the concert had raised over $1,300. On another occasion, a program directed by him had raised over $1,700. There was in the city considerable interest in the high school football team, and he and his seventy-piece high school band were an important part of the ritual surrounding the games. Phipps knew he had played no small part in the community programs which were put on to raise money for the elegant band uniforms.

None of the other supervisors had duties which were directly comparable to his. The one similarity was that they were required to travel between schools and consequently were subject to the same time and scheduling problems. It was customary to allow half an hour from the end of one class to the beginning of another in a different building. Traveling from the high school to the junior high, approximately a quarter of a mile distant, he had half an hour between his second class at the high school and first class at the junior high. But all the supervisors agreed that it was better to devote a full morning to one school and a full afternoon to another. This cut down needless running between schools. Most of them, he knew, experienced no problem of "mental adjustment" and were able to go directly to their classes to teach.

He found it difficult to work in time for lunch at Carter Junior High School. In addition to the ten class hours a week he taught at the high school, he carried a teaching load of about twelve forty-minute class periods a week at the junior high school. In addition to this, he had a full activity session throughout the year during the Tuesday sings, and an activity period on Wednesday when he handled the band and the music club. These club activities began in October and finished some time before the end of the school year in June. On Friday, he was usually involved in an activity period when he brought the band before the school assembly. He was free of class and activity duty on Monday from 11:40 to 1:00; Tuesday 1:00 to 1:40; Wednesday 11:40 to 1:00, except when he had orchestra and club; Thursday 11:40 to 1:40. On Friday, he spent twenty minutes of the time from 1:40 to 2:00 with his orchestra in the assembly, and then was free from 2:00 to 2:30. He had no afternoon sessions for make-up work and extra help as did the other teachers. He was also exempt from recess duty.

As compared with the regular teaching staff at the junior high school, Phipps granted, he perhaps had a trifle lighter schedule. But as compared with music supervisors in two nearby towns, Phipps felt, he had a full teaching load.

Mr. Carroll's Response

Mr. Carroll felt that Mr. Phipps was not being reasonable in his request to be relieved of the sing or the class before it, in view of the total picture.

The activity schedule kept the staff busy at Carter. Carroll had said repeatedly: "The activity program is extremely important because space is tight at Carter."

Carroll reflected that the school sing was divided into two sections, with one half of the school assigned to the first session while the other was at lunch. The sections then changed places. The first section ran from 11:50 to 12:20; the second from 12:20 to 1:00. Approximately fourteen homeroom teachers were in the auditorium with the children at each session. Furthermore, both Mr. Carroll and Mr. Duchaine, the assistant principal, were in attendance when their duties permitted.

Mr. Carroll felt that Mr. Phipps had sufficient time for lunch from 1:00 to 1:40. The songfest came only once a week, on Tuesday, and the other teachers on his regular staff were far more burdened than Phipps, who was free on Monday from 11:40 to 1:00 when the activity period consisted of the assignment of topics and orientation on class club procedure. In the Wednesday activity hour, Phipps met with his band club, but the clubs did not get under way until early October. On Thursday, he was again free from 11:40 to 1:00 when the activity consisted of a movie shown to both halves of the school. On Friday there was a general school assembly during activity period.

Carroll had often said, "Our noon programs are an absolute necessity. You should see the place on a rainy day." After the ten or fifteen minutes required for lunch the students were confined to two raised cement walks which ran on either side of the lunch room in the basement.

Carroll knew that it would be very difficult to get a replacement for Phipps. Phipps knew how to handle students and get the most out of them. The whole system was experiencing a shortage of qualified substitute teachers. Moreover, the state teacher licensing requirement was strict in the matter of certifying teachers who did not have the exact course preparation. For this reason, there was little hope of getting anyone qualified to fill in for Phipps if he were excused from a class instead of from sing activity.

Carroll surmised that there were several things behind Phipps' request. In the first place, Carroll judged that Phipps was nearly sixty-five and was close to the retirement age. "You can't blame a man for wanting to cut corners at that age. He's getting along, and I have tried to free him from some of the load," he thought. Phipps no longer had to run the two operettas staged each year. Miss Carpenter, the auditorium teacher, coached the dramatic part of the program, and either the music was put on tape, or they hired a girl to help with the music. "I had to pay the girl," Carroll recalled, "and maybe Cyrus feels that I should have paid him."

Carroll offered Mr. Phipps very little encouragement or sympathy in the matter of dropping the sing from his schedule. It was the principal's impression that Phipps had already consulted Superintendent of Schools Phillip Utley about the matter before coming to Carroll with his request.

Mr. Utley's Problem

Some time in late July or early August, Cyrus Phipps went to Superintendent Utley with his request. Utley said later, "I was surprised. It was the first I'd heard of it." When questioned about the sequence of Phipps' visits, Utley said, "I think he went to see Carroll before he came to me."

Mr. Utley pictured himself as a superintendent who was "community-oriented." He was concerned with the internal problems of the school, but he had considerable faith in the ability of his staff to handle the day-to-day details of their jobs. This was acknowledged by members of his staff who stated, "If you do your job, he lets you alone."

Utley had an assistant superintendent, Martha Holmes, who had been in the system for over twenty years. He had considerable confidence in Miss Holmes, with her thirty-odd years of experience and training in elementary schools. She supervised the elementary schools, consulting Mr. Utley only in "unusual cases." Utley encouraged the same initiative in his high and junior high school principals, stating, "I make the decisions. I mean I have to say 'yes' or 'no' thirty or forty times a day. But the staff handles most of the day-to-day problems."

Mr. Utley's concern with community problems meant that the school system had made it a policy to cooperate in all sorts of community-wide projects. School auditoriums and facilities were made available to programs sponsored in the community. And Cyrus Phipps was important to the success of many of these activities, Utley knew. He knew also that Phipps was very popular with many community groups.

In the school-wide picture, there were a number of factors which, in the judgment of Utley, had weight in the case of Mr. Phipps. There were six supervisors in the Fern City Schools, including Phipps, supervisor of music in the secondary schools, and Miss Thompson, supervisor of music in the eight elementary schools.

Miss Thompson had come into the Fern City Schools in 1927, the same year that Mr. Phipps had been hired. The previous supervisor, who had handled the entire system, had suffered a collapse from overwork; hence the job was cut in half. Both of the present supervisors operated entirely independently, and there was no case when their duties overlapped or when they consulted on a general program of music. Miss Thompson had worked with Mr. Phipps on some of the community projects; she had trained half of the chorus (one hundred boy sopranos) for the celebration of the city's founding. Except on these occasions, Miss Thompson and Mr. Phipps had infrequent contacts.

The matter of equipment storage seemed to have a certain bearing on the problem. Cyrus Phipps' second class in the morning at the high school (9:21-10:21) was with the band, and involved instruments and music which had to be stored in some semblance of order in the high school music room at the end of rehearsal. The principal of the high school, John Flynn, told Mr. Utley that there were occasions when Mr. Phipps had to leave for the junior high school class without supervising the storage of equipment. The principal pointed out that this, in his estimation, was not the fault of Mr. Phipps, but rather of the schedule. Mr. Phipps had stated that he felt he should have an assistant for this work.

Flynn was not sure that this would be a completely fitting solution to the problem. He did say, however, that for his own purposes he would have welcomed a chance to get more of Mr. Phipps' time. He pointed out that two-thirds of Phipps' teaching day went to the junior high school rather than to the senior high school. In contrast, the time of the practical arts teachers, also shared by both schools, was apportioned in reverse ratio so that two-thirds of their day went to the high school. Flynn pointed out that having a music man for only two periods a day necessitated certain administrative shifts in the high school program. The inflexibility of the music supervisor's time schedule made it necessary to jam all students interested in music into the first two periods of the day. As a result, the students were either forced to shift their scholastic programs or to skip the music elective.

As for equipment, he pointed out that the high school band uniforms were stored in the junior high school basement. It was the custom for the high school football team to play its games either on Sunday afternoon or on Friday night. "Cyrus has to be with the band at all these games," Flynn said. "That's a chore. Then he has to go down after the game and see that the uniforms are put away. He supervises this, and I'll bet there are nights when he doesn't finish until ten-thirty, eleven, or even later. He puts the uniforms away, but you can't expect him to sweep the floor afterwards. This means that they have to keep an extra janitor on hand at the junior high. Maybe this has caused him trouble. I don't know."

The junior high school picture was somewhat different in the matter of equipment. The principal did feel that the music supervisor was occasionally lax. Two of the regular staff of classroom teachers at the junior high school supported the principal's statement. At Carter it was the custom to have student committees assigned to take care of instruments and music. In general the school was organized to run with almost military precision; and both the principal and the assistant principal, with extensive backgrounds in military service, operated on the basis that "a busy ship is a happy ship."

Superintendent Utley felt that the differences in orientation and procedure between Carroll and Phipps could be one cause of possible friction. A principal and a music man might well be inclined to look at things differently.

Furthermore, Phipps did not appear to some of his more intimate friends to be as set on retirement as Carroll had judged. Phipps said that, although he was near the retirement age, it was still possible for the school board to vote him back into office for one-year terms. He seemed to feel that this might be the situation in his case, although it appears from other sources that the usual policy was to retire candidates when they reached the age limit.

It was not apparent that Phipps had slowed down to any extent because of age. He was an alert, active man with a mane of white hair and a healthy look. The guidance teacher in the junior high school stated that Phipps was quite capable of keeping up with the most active children. "He's wonderful with them," she said. "I've seen him pick the problem children out and get them working. He kept one of our most difficult cases in school through the twelve grades, because he had him carrying the bass drum in the band. And that boy had been badly truant in the seventh grade and ready to drop out of school." The principal of the Fern City High School, where Phipps worked two periods a day, substantiated this. He'll get right out there and march the band around the block," the principal stated. The principal did agree, however, that Phipps may have preferred high school work to work in the junior high.

Before Mr. Utley decided on the request of Cyrus Phipps, certain personal considerations had to be thought about. Utley and Phipps were and had long been on friendly terms. Utley knew that Phipps was capable in his special field and a person of considerable importance in the community. As Phipps himself said of his community status, "You don't see the English teacher marching down the street with seventy men behind him reciting Shakespeare."

Looked at from the school-wide view, Phipps did have a full schedule.

To hire a substitute for Phipps, Utley would have to go before his school board to get the extra money. Even were Utley to get the money, there was no reason to suppose that substitutes would be readily available who could handle the school sings as Phipps did, or meet state licensing requirements so as to fill in for him at regular music classes. On the personal side, Utley felt reasonably secure with Phipps. Utley had always backed Phipps to the hilt on the procurement of equipment, a thing dear to the music director's heart. Phipps admitted this quite readily. Utley had been considerate of Phipps when he was requested by other school departments to take the band out of town for concerts or programs. Utley ruled this extra work and always found a way to get Phipps reimbursed for the duty. In the summer Utley had obtained extra money so that Phipps could run a band training school in the town. On the other hand, Utley knew that Phipps had been working extremely hard on the town celebration during the previous three months. Phipps was perhaps justifiably tired and overwrought.

III-3

Name: Age Mar. St. Dep. Sex Vet. Cit.

City, State: Prev. Applicant Prev. Student Admission or Tuition Exemptions

[illegible]ate of [illegible]pplication: Applicant known by: H. S.

Dates Colleges (list Grad. first)	Major	Grades	GPA	Comment or Degree
Mathematics (Graduate and Undergraduate)				

Experiences	Types of Work	No. Years	No. Jobs	No. Places
Present Position				
Experience In Education				
Experience Outside Education				

Honors Publications Health Finance

Date to Enter Degree Intentions Full-time P.T. Summer

Field of Study Occupational Aspirations

Interviewed by: Record Summarized by:

Summary comments on interview, personal history, motivations, characteristics, or other items of special interest.

Please Rate the Applicant in Comparison with Others of His Age and Position Whom You Have Known:

	Upper 1 or 2%	Upper 10% but not upper 1 or 2%	Upper 25% but not upper 10%	Upper half, but not upper 25%	Lower half	No Basis for Judgment
Native Intellectual Ability						
Breadth of General Knowledge						
Ability to Express Himself Orally						
Ability to Express Himself in Writing						
Perseverance						
Emotional Maturity						
Imagination and Probable Creativity						
Effectiveness in working with others						
Past performance as a Teacher						
Potential as a Teacher *						

* or Guidance Counselor, or Administrator, as appropriate. See information provided by applicant at the top of this form.

Signature

Position

At

Address

Date

Please Rate the Applicant in Comparison with Others of His Age and Position Whom You Have Known:

	Upper 1 or 2%	Upper 10% but not upper 1 or 2%	Upper 25% but not upper 10%	Upper half, but not upper 25%	Lower half	No Basis for Judgment
Native Intellectual Ability						
Breadth of General Knowledge						
[illegible]bility to Express Himself Orally						
[illegible]bility to Express Himself in Writing						
Perseverance						
Emotional Maturity						
Imagination and Probable Creativity						
Effectiveness in working with others						
Past performance as a Teacher						
Potential as a Teacher *						

* or Guidance Counselor, or Administrator, as appropriate. See information provided by applicant at the top of this form.

Signature

Position

At

Address

Date

Please Rate the Applicant in Comparison with Others of His Age and Position Whom You Have Known:

	Upper 1 or 2%	Upper 10% but not upper 1 or 2%	Upper 25% but not upper 10%	Upper half, but not upper 25%	Lower half	No Basis for Judgment
Native Intellectual Ability						
Breadth of General Knowledge						
Ability to Express Himself Orally						
Ability to Express Himself in Writing						
Perseverance						
Emotional Maturity						
Imagination and Probable Creativity						
[illegible]ctiveness in working with others						
Past performance as a Teacher						
Potential as a Teacher *						

* or Guidance Counselor, or Administrator, as appropriate. See information provided by applicant at the top of this form.

Signature

Position

At

Address

Date

RECOMMENDATION CONCERNING ADMISSION TO CANDIDACY FOR A DEGREE

Date________________________

From:

To: Chairman, Committee on Admissions, 3 Lawrence Hall

Re:

Recommendation: (please check one)

______ I Admit with special enthusiasm.
______ II Admit with confidence
______ III Admit: satisfies usual standards
______ IV Admit with doubt
______ "S" Admit as special case. (The unusual applicant: serious shortcomings but presents unusual strengths.)
______ V Deny
______ VI Other action:
    _____defer for summer school evaluation
    _____defer for Graduate Record Examination scores
    _____School does not have appropriate program for this applicant
    _____applicant should be considered for program other than one for which he is applying
    _____additional information is needed

Comments:

APTITUDE TEST SCORES AND PERCENTILES

(Registered Students 1961-62)

GRE Score	Verbal Percentile	Quantitative Percentile	MAT Score	MAT Percentile
900		100	100	100
890		99+	99	99+
880		99+	98	99+
870		99	97	99
860		99	96	99
850	100	99	95	99
840	99+	99	94	99
830	99	99	93	98
820	99	98	92	96
810	99	98	91	95
800	99	98	90	93
790	98	97	89	92
780	97	97	88	90
770	96	96	87	88
760	93	95	86	86
750	91	94	85	84
740	89	92	84	82
730	86	91	83	80
720	83	89	82	78
710	81	88	81	76
700	80	86	80	74
690	77	84	79	73
680	73	82	78	71
670	69	80	77	70
660	66	77	76	67
650	61	76	75	65
640	55	74	74	64
630	52	71	73	61
620	49	69	72	58
610	43	66	71	55
600	39	64	70	52
590	35	60	69	48
580	31	57	68	46
570	27	54	67	44
560	23	50	66	42
550	21	48	65	40
540	19	46	64	39
530	16	43	63	36
520	13	38	62	34
510	11	36	61	31
500	10	34	60	29
490	8	30	59	26
480	7	28	58	24
470	6	24	57	23

GRE Score	Verbal Percentile	Quantitative Percentile
460	6	20
450	4	18
440	4	16
430	3	14
420	3	13
410	3	12
400	2	10
390	1	7
380	1	6
370	1	6
360	0+	5
350	0	4
340		2
330		2
320		1
310		1
300		1
290		1
280		0+
270		0+
260		0+
250		0+
240		0

MAT Score	MAT Percentile
56	21
55	20
54	18
53	17
52	15
51	13
50	12
49	11
48	9
47	8
46	7
45	6
44	5
43	5
42	4
41	4
40	4
39	4
38	3
37	3
36	2
35	2
34	1
33	1
32	1
31	1
30	1
29	1
28	1
27	0+
26	0+
25	0

III-6

APPLICANT FOR MASTER OF ARTS IN TEACHING PROGRAM AGE SEX MAR. ST. FIELD NAME

COLLEGES:

ACADEMIC HONORS:

EXTRACURRICULAR INTERESTS:

EMPLOYMENT EXPERIENCE.

OVERALL ACADEMIC RECORD

TEACHING FIELD:

OTHER COURSES:

RECORD LAST TWO YEARS

TEACHING FIELD:

OTHER COURSES:

REFERENCES:

Name:

Letter of Recommendation from:

Please Rate the Applicant in Comparison with Others of His Age and Position Whom You Have Known:

	Upper 1 or 2%	Upper 10% but not upper 1 or 2%	Upper 25% but not upper 10%	Upper half, but not upper 25%	Lower half	No Basis for Judgment
Native Intellectual Ability						
Breadth of General Knowledge						
Ability to Express Himself Orally						
Ability to Express Himself in Writing						
Perseverance						
Emotional Maturity						
Imagination and Probable Creativity						
Potential as a Teacher						

Letter of Recommendation from:

Please Rate the Applicant in Comparison with Others of His Age and Position Whom You Have Known:

	Upper 1 or 2%	Upper 10% but not upper 1 or 2%	Upper 25% but not upper 10%	Upper half, but not upper 25%	Lower half	No Basis for Judgment
Native Intellectual Ability						
Breadth of General Knowledge						
Ability to Express Himself Orally						
Ability to Express Himself in Writing						
Perseverance						
Emotional Maturity						
Imagination and Probable Creativity						
Potential as a Teacher						

Letter of Recommendation from:

Please Rate the Applicant in Comparison with Others of His Age and Position Whom You Have Known:

	Upper 1 or 2%	Upper 10% but not upper 1 or 2%	Upper 25% but not upper 10%	Upper half, but not upper 25%	Lower half	No Basis for Judgment
Native Intellectual Ability						
Breadth of General Knowledge						
Ability to Express Himself Orally						
Ability to Express Himself in Writing						
Perseverance						
Emotional Maturity						
Imagination and Probable Creativity						
Potential as a Teacher						

29- College Recommendation:

Staff Recommendation:

Sub-committee Recommendation:

Action:

1958

TOTAL NUMBER OF ED.D. DEGREES AWARDED: 41
Number finishing in two years: 12

*AVERAGE AGE AT TIME OF GRADUATION: 40 years

1959

TOTAL NUMBER OF ED.D. DEGREES AWARDED: 37
Number finishing in two years: 2
Number finishing in three years: 8

*AVERAGE AGE AT TIME OF GRADUATION: 31½ years

1960

TOTAL NUMBER OF ED.D. DEGREES AWARDED: 36
Number finishing in two years: 5
Number finishing in three years: 11
Number finishing in four years: 3
Number taking five years or more: 17

*AVERAGE AGE AT TIME OF GRADUATION: 38-3/4 years

1961

TOTAL NUMBER OF ED.D. DEGREES AWARDED: 33
Number finishing in two years: 3
Number finishing in three years: 9
Number finishing in four years: 8
Number finishing in five years: 0
Number taking six years or more: 13

*AVERAGE AGE AT TIME OF GRADUATION: 33½ years

1962

TOTAL NUMBER OF ED.D. DEGREES AWARDED: 38
Number finishing in two years: 0
Number finishing in three years: 11
Number finishing in four years: 12
Number finishing in five years: 3
Number finishing in six years: 2
Number taking seven years or more: 10

*AVERAGE AGE AT TIME OF GRADUATION: 37½ years

---

* The average age was taken only from the names listed in this survey so does not give an accurate age for the total graduating class.

III-8

TEACHING IN THE ELEMENTARY AND SECONDARY SCHOOLS

Extended Study Programs for Women
Leading to the Master's Degree

GRADUATE SCHOOL OF EDUCATION
HARVARD UNIVERSITY

Extended Course of Study for Women

Master of Education Program: For Teaching in the Elementary Schools

One of the urgent problems in elementary school staffing is the loss of young women who teach only a few years before marriage. There are, however, a large number of women who would welcome the opportunity to teach when their home responsibilities lessen. The Extended Study Program, designed for women who wish to begin a career in elementary education, will be inaugurated in the summer of 1962 by the Harvard Graduate School of Education and the Newton, Massachusetts Public Schools. This program, which offers preparation for teaching in the elementary schools through part-time study, will lead to the degree of Master of Education.

CAREER OPPORTUNITIES

The career opportunities for classroom teaching are varied. Some women may prefer to teach in individual classrooms where they are responsible for teaching all subjects to children of the same age. However, alternates to the self-contained classroom are being explored. New plans for elementary school instruction are emphasizing the need for a greater degree of specialization in one of the major areas of the curriculum. Remedial teaching and administrative positions are also possible for a teacher after a few years experience.

COURSE OF STUDY

Students in the Extended Study Program will follow the regular course of study for the Master's degree. However, special arrangements will be made to enable those enrolled to complete the requirements on a part-time basis. Each student will work out an individual schedule with the program adviser. Provisions for student teaching will be made at an elementary school in Newton, Massachusetts.

An outline of the course requirements follows:

ONE COURSE IN HISTORY OF EDUCATION OR PHILOSOPHY OF EDUCATION*

ONE COURSE IN PSYCHOLOGY AND MEASUREMENT*

THREE COURSES IN THE ELEMENTARY SCHOOL CURRICULM:

- The Teaching of the Language Arts in the Elementary School
- The Teaching of Elementary School Social Studies, Art, Music
- The Teaching of Elementary School Arithmetic and Science

ONE OR MORE ELECTIVE COURSES OFFERED BY THE FACULTY OF EDUCATION OR THE FACULTY OF ARTS AND SCIENCES

TEACHING UNDER SUPERVISION

- Practice Teaching in a Newton Elementary School (part-time, one semester)
- Paid Intern Teaching in a Newton Elementary School (full-time, one semester)

A detailed description of these courses may be found in the catalogue of the Harvard Graduate School of Education. Students are referred to the catalogue of the Faculty of Arts and Sciences for a complete listing of elective courses.

---

*Appraisal examinations may be taken by those who have done work in these fields. Candidates who pass the appraisal examinations may choose other courses.

COSTS AND SALARY

The tuition at Harvard for 1962-63 is $220 per course for part-time study. The salary for the intern teaching has been set at $2100 for one semester of full-time teaching in the Newton Schools.

ADMISSIONS

Admission to the program will be considered on the basis of the following criteria:

1) Undergraduate record and aptitude for graduate study.

Applicants must be graduates of approved colleges. The applicant's academic record must be strong enough to enable the Committee on Admissions to predict that performance at Harvard will be of honors quality.

2) Personal qualifications and activities

The Committee is interested in evidence of a commitment to a career in elementary education and of ability to work with children. Applicants are asked to make statements about their reasons for entering teaching, their interests and activities, and their experiences with children. A record of successful informal work with children (Scouts, cooperative nursery schools, Sunday School teaching) is considered by the Committee as one indication of the applicant's interest and abilities. Special abilities in music, art, handicrafts and recreation would also be relevant.

3) References

Applicants are asked to furnish three references. It is desirable that one be from a person who could make a judgment on the calibre of academic work, the second from a supervisor or employer. The third reference should be from a person who has known the applicant in some school-related situation. (For example, the principal of the local elementary school.)

Applicants should make arrangements to take the Miller Analogies Test or the Aptitude Test of the Graduate Record Examination. An interview will be scheduled on receipt of the admission application.

APPLICATION

Applications and further information may be obtained by writing to Miss Nancy Woods, Graduate School of Education, Harvard University, 17 Lawrence Hall, 8 Kirkland Street, Cambridge 38, Massachusetts.

Extended Course of Study for Women

Harvard-Radcliffe Master of Arts in Teaching Program: For Secondary Schools

The Extended Course of Study for Women is open to women who although otherwise qualified for the regular Master of Arts in Teaching Program have family responsibilities which do not permit them to devote full time to graduate study.

Course of Study

Candidates in the Extended Course of Study have the same general requirements as regular candidates for the Master of Arts degree, as described on pages 10 and 11 of the Master of Arts in Teaching catalogue. Since the program of the Extended Course is half time, two half courses will constitute the normal course load during one term. If the candidate wishes, she may accelerate by taking three half-courses in a term, and/or suitable courses in the summer school. The only plan for supervised teaching available to the candidate in the Extended Course is the Apprenticeship Plan (described on pages 11 and 12 of the catalogue.)

General Regulations

The residence requirement for the degree is four consecutive terms of half-time study (at least two half courses per term) at Harvard. If the program is accelerated, the residence requirement will be adjusted accordingly.

Typical Course of Study

Following is a chart of one possible sequence in the Apprenticeship-Extended Course of Study. It should be noted that the typical student is able to take advantage of one or more of the opportunities for appraisal and waiver, and may thus take additional electives in her field of study under the Faculties of Arts and Sciences and Education.

First term

1) Arts and Sciences elective

2) B-6 The American School (Unless appraised or waived)

Second term

3) Arts and Sciences elective

4) B-1 Introductory Psychology (Unless appraised or waived)

Third term

5) Curriculum and Methods course in teaching field

6) A-2, A-3, or A-4 History or Philosophy of Education (Unless appraised or waived)

7) Principles of Teaching C-16 (non-credit weekly seminar, unless excused)

Fourth term

8) and 9) Supervised Teaching (C-16)
in nearby secondary school

Requirements for Admission

Requirements are the same as those for the one year Master of Arts in Teaching degree. Applicants should have a strong academic record and a bachelor's degree in the subject in which they plan to teach.

Application Procedure

Preliminary information forms. These forms may be obtained from Mrs. David Levi, Extended Course of Study for Women, 17 Lawrence Hall, Harvard Graduate School of Education, Cambridge 38, Massachusetts.

Transcripts. Applicants are responsible for supplying official transcripts of all undergraduate and graduate work. These should be submitted with the preliminary information form.

References. Three references are required from individuals who are familiar with the applicant's academic record and personal characteristics. The reference forms are sent directly to the applicant for distribution to persons of her choice. If possible, two of the three references should be obtained from college instructors who have directed the studies of the candidate in her teaching field. At least one reference from a recent employer should be submitted if practicable. Other possible references would be by individuals who have had opportunity to judge your intellectual ability and/or your possible suitability for teaching.

Interviews. An interview is required and will be arranged by this office following receipt of the preliminary **information** form and transcript.

Application forms. Applications will be given to the candidate at her interview and should be submitted to the Admissions Office, Master of Arts in Teaching Program, 3 Lawrence Hall, Harvard Graduate School of Education, Cambridge 38, Mass.

Deadline dates for application. Application forms must be filed at Harvard on or before May 1. Applications will be considered after this date only if there are openings in the Program. Applications of those desiring to begin study at mid-year are due December 1.

Fees

The tuition for two courses is $400 per term. This would be a minimum program. The fee for three courses is $580 per term. Tuition at the summer school is $120 per course.

REPORT ON PLACEMENT

88% of those who completed the various teacher education curricula offered by this School in March and June 1961 and who registered with the Placement Office were placed in school positions. The following table contains the placement percentage by major degree programs:

Master's Degree:	Registered	Placed	Per Cent
A.M.T.	187	166	89
Ed.M.	78	66	85
Total	265	232	88
Certificate of Advanced Study	8	6	75
Doctorate:	27	26	96.3

It must be noted that the figure of 88% is not an indication of how successful the Placement Office is in its work. Not all students who registered intended to go into teaching; one third of those not placed went on to further graduate study and some of the 35 students not placed by degree-granting time subsequently accepted positions and have not notified the Placement Office.

Specialists were placed in these positions:

I. Positions in which Doctorates were placed
  A. Educational Administration
    1 Administrative Assistant to Superintendent
    1 Assistant Director, Internship Program, College of Education
    3 Superintendents
    1 Assistant Director of Elementary Education
  B. Guidance
    1 Acting Director, Student Counseling Center, College
    1 Counseling Psychologist, College
    1 Instructor in Guidance, HGSE

II. Positions in which C.A.S. recipients were placed
  A. Educational Administration
    2 Principals
    1 Consultant, Secondary School Services
    1 Teacher, Secondary School English
    2 Administrative Career Program, HGSE
    1 Educational Consultant, Encyclopedia Britannica
  B. Guidance
    1 Secondary School Psychologist

III. Positions in which Ed.M. recipients were placed
  A. Guidance
    1 Teacher, Elementary
    1 Guidance Counselor, High School
    1 Dean (Hartford Art School, Hartford University)
    1 Counselor, College
    1 p.t. English and Counseling, High School

REPORT OF THE PLACEMENT OFFICE OF THE HARVARD GRADUATE SCHOOL OF EDUCATION: 1960 - 1961

SUMMARY OF PLACEMENT OFFICE STATISTICS SHOWING COMPARISON WITH 1959 - 1960

	1959-1960	1960-1961
Number of registrants actively seeking new positions	838	841
Number of registrants classified as "temporarily inactive"*	1,212	1,637
Total number of positions for which nominations have been requested:		
New England	2,652	2,591
Outside New England	6,801	12,136
Totals	9,453	14,727
Number of registrants accepting new positions through the assistance of the Placement Office	381	419
Number of positions offered to registrants and not accepted	168	143
Positions for which no candidates were available	6,572	10,481

Types of Positions Offered and Accepted

	Positions Offered but not accepted		Positions Accepted	
	'59-'60	'60-'61	'59-'60	'60-'61
Administration:				
Federal Agencies	0	0	0	0
State Departments of Education	0	1	2	2
Colleges	5	8	6	10
Junior Colleges	0	0	2	2
Superintendents of Schools and Assistants	4	6	23	21
Secondary School Principals				
Public	10	0	11	13
Private	2	5	3	6
Junior High School Principals	1	0	3	5
Elementary School Principals				
Public (including Supervisors of Elem. Ed.)	3	1	6	5
Private	0	0	0	0
Independent professional organizations and government agencies	3	0	6	8
Totals:	28	21	62	72

	Positions Offered but not accepted		Positions Accepted	
	'59-'60	'60-'61	'59-'60	'60-'61
Teaching:				
Colleges and Teachers Colleges	8	9	27	32
Junior Colleges	1	0	2	5
Secondary Schools:				
Public	76	82	121	147
Private	9	5	17	18
Junior High Schools	6	9	42	37
Elementary Schools:				
Public	29	8	61	51
Private	1	3	3	6
Totals	130	116	273	296
Special:				
Art, Foreign Teaching, Guidance, Music, Remedial Reading, Testing, etc.	9	6	29	36
Miscellaneous:				
Part-time positions, summer school assignments, substitute teaching, business, etc.	1	0	17	15

5,075 sets of placement credentials were prepared and mailed from the Placement Office during the academic year 1960-61, as compared with 5,436 sets prepared in 1959-1960.

111 college and school administrators conducted interviews at the Placement Office during 1960-1961 compared with 115 in 1959-1960.

* The classification of "temporarily inactive" indicates that the registrant's file is kept up to date but that he is not actively seeking a change in employment. Placement credentials are prepared and mailed for such individuals upon their request.

A SURVEY OF BEGINNING SALARIES FOR JUNE, 1961

GRADUATES OF TEACHER TRAINING PROGRAMS AT THE HARVARD GRADUATE SCHOOL OF EDUCATION WHO ENTERED TEACHING IN SEPTEMBER OF 1961

I.

Number graduating from both the Master of Education (Elementary) and the Master of Arts in Teaching (Secondary) programs	229
Number of graduates of both programs for whom beginning salary is known	100

II.

Average salary for graduates of the Ed.M. Elementary Program (N=20)	$4700
Average salary for A.M.T. graduates (N=78)	4961
Average salary for graduates of both programs (N=98)	4907
Median salary for graduates of both programs (N=98)	4900
Range of salaries for graduates of both programs*	$3450 - 7095

III.

Percent of graduates of both programs entering public school teaching (N=88)	88.2
Percent of graduates of both programs entering private school teaching (N=6)	6.1
Percent of graduates of both programs entering college teaching (N=1)	1.0
Percent of graduates of both programs entering miscellaneous jobs (N=3)	3.1
Average salary for those entering public school teaching (N=88)	$4902
Average salary for those entering private school teaching (N=6)	4949**

---

* Exclusive of two students, one Ed.M., one A.M.T., with teaching jobs in Lebanon paying $2900 plus room, board, and round-trip transportation.

** Private school salaries often include room and board arrangements.

IV - 1

FACULTY AND ADMINISTRATIVE STAFF: RANK, STATUS, AND DEGREES

	Proportion Holding Each Rank		Proportion Full Time		Proportion with Degrees		
Faculty	No.	%	No.	%	B	M	D
Professors	13	9	11	85	100	100	100
Associate Professors	1	1	1	100	100	100	100
Assistant Professors	14	10	12	86	100	100	100
Lecturers	22	15	16	73	95	95	65
Instructors	11	8	8	73	100	90	55
Research Associates	19	13	7	37	100	100	75
Research Assistants	19	13	5	26	100	95	-
Teaching Fellows	47	32	1	-	100	98	-
Total:	146		61	41			
Administrative Officers							
Dean	1		1	100	100	-	-
Associate Dean	1		1	100	100	100	100
Secretary	1		1	100	100	100	-
Assistant Secretary	1		1	100	100	100	-
Assistant Deans	2		2	100	100	100	-
Assistants to the Dean	3		3	100	100	50	-
Asst. Director, A.Y.I.	1		1	100	100	100	-
Total:	10						

FACULTY ADVISEE LOAD 1961-62 (Doctoral Candidates Only)

Faculty Member	Special Papers Read	Oral Exams Attended	Theses Read	Advisees Registered	Advisees Not Registered
Alpert	5	1	3	1	1
Anderson	8	4	3	12	8
Austin	2	1	0	0	1
Bailyn	0	0	0	1	0
Benson	8	0	0	8	8
Bolster	2	3	2	0	0
Carroll	10	7	4	14	4
Cogan	2	1	6	8	8
Cooley	1	2	1	2	1
Engel	1	3	2	11	1
Fischler	2	2	0	2	0
Goethals	4	0	2	1	1
Gross	11	3	3	5	3
Hartman	2	0	0	2	1
Hummel	2	2	1	13	3
Hunt	7	1	0	6	8
Kjeldergaard	2	1	2	2	1
Lortie	6	0	0	6	3
McPhee	1	1	0	2	0
Marden	3	0	0	4	7
Moise	1	1	1	4	0
Oliver	2	0	3	7	1
Roe	3	1	0	2	1
Rulon	7	3	3	6	2
Sargent	8	1	0	5	9
Scheffler	8	4	1	8	8
Schwaab (co-adviser)	1	1	2	4	0
Sizer	3	3	0	6	2
Sperry (co-adviser)	1	0	0	2	0
Tiedeman	18	9	3	19	11
Tyler	0	0	0	11	3
Watson	9	7	4	5	11
Whiting, John	8	1	4	5	8
Totals:	148	63	50	185	115

IV-3
ROSTER OF FACULTY FOR PROFESSIONAL EDUCATION

ROSTER OF FACULTY FOR PROFESSIONAL EDUCATION

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		Teaching Exper. College		Full or Part Time
					E	S	O	P	
PERMANENT APPOINTMENTS									
Anderson, Robert H.	Prof.	Ph D	Fall 1960:						
			C-19. Elementary Education: The Elementary School: Its Program and Organization	4	2.5		1	8	X
			Fall-Spring 1960-61:						
			C-2. Principles of Teaching: Supervised Teaching in the Elementary School	4					
			Spring 1961:						
			B-213. Human Development: Interdisciplinary Seminar on the Behavioral Sciences and Education	4					
			C-117. Administration and Supervision: The Elementary School	4					
			Summer 1961:						
			L-C-151. Administration: Seminar in the Organization of Instruction	4					
			L-C-152a. Seminar In the Supervision of Instruction (for principals) (assist)	4					
			L-C-152b. Seminar in the Supervision of Instruction (for team leaders) (assist)	4					
			Fall 1961:						
			C-19	4					
			Fall-Spring 1961-62:						
			C-2	4					
			Spring 1962:						
			C-117	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper.				Full or Part Time
					School		College		
					E	S	O	P	
Auderson con't.			Students Advised 1960-61 1961-62 MAster's and certificate 12 12 doctoral (pre-thesis) 10 14 doctoral (thesis stage) 2 2						
Carroll, John Bissell	Prof & Director of Lab. for Research & Instruction	Ph D	Spring 1961: B-111. Measurement: Factor Analysis	4			4	12	X
			B-119b Research in Instruction: Pro-seminar in Educational Research	4					
			Fall 1961: B-1. Psychology and Measurement: . Introductory Course	4					
			Spring 1962: B-119	4					
			Students Advised 1960-61 1961-62 master's and certificate 0 1 doctoral (pre-thesis) 6 8 doctoral (thesis stage) 2 6						
Gross, Neal	Prof.	Ph D	Fall 1960: B-241. Social Relations: Seminar: The Analysis of Educational Roles	4			6	12	X
			Spring 1961: B-5. Sociology: Introduction to the Sociological Analysis of the School System	4					
			B-213. Human Development: Interdisciplinary Seminar on the Behavioral Sciences and Education	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School E	Teaching Exper. School S	Teaching Exper. College O	Teaching Exper. College P	Full or Part Time
Gross con't.			Fall 1961: B-240. Sociology: Seminar: Research Problems in the Sociology of Education	4					
			Spring 1962: B-5	4					
			Students Advised 1960-61 1961-62 master's and certificate 0 1 doctoral (pre-thesis) 4 4 doctoral (thesis stage 5 4						
Hunt, Herold C.	Prof.	Ed D	Fall 1960: C-106. Administration: Elements of Educational Administration	4		4		7.5	X
			Spring 1961: C-17. Administration: Introduction to Administrative Problems in Education	4					
			Summer 1961: S-A-206. National Issues and their Educational Implications	4					
			Fall 1961: A-206 C-106	4 4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		College		Full or Part Time
					E	S	O	P	
Hunt con't.			Spring 1962: C-17	4					
			Fall-Spring 1961-62: C-201. Administration: Field Work in Administration and Related Seminar	8					
			Summer 1962: S-A-206	4					
			Students Advised — 1960-61 — 1961-62 master's and certificate — 9 — 5 doctoral (pre-thesis) — 10 — 9 doctoral (project stage) — 4 — 5						
Moise, Edwin Evariste	Prof.	Ph D	Fall 1960: C-12. Mathematics: Elementary Mathematics From an Advanced Standpoint (emphasis on geometry)	4			10	1.5	X
			Spring 1961: C-13. Mathematics: Elementary Mathematics From an Advanced Standpoint (emphasis on algebra and analysis)	4					
			Fall 1961: C-12	4					
			Spring 1962: C-13	4					
			Students Advised — 1960-61 — 1961-62 master's and certificate — 16 — 16 doctoral (pre-thesis) — 1 — 4 doctoral (thesis stage) — 1 — 1						

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School E	Teaching Exper. School S	Teaching Exper. College O	Teaching Exper. College P	Full or Part Time
Richards, Ivor A.	Prof.	LLD	Spring 1962:						
			C-219. Language Education: Seminar: Theory and Practice in the Teaching of a Second Language	4			21	22	X
Rulon, Phillip J.	Prof.	Ph D	Fall 1960:						
			B-4. Measurement: Introduction to Educational Research	4					X
			B-109. Measurement: Multivariate Analysis	4					
			Spring 1961:						
			B-8. Measurement: Test Construction	4					
			B-108. Measurement: Design of Experiments	4					
			Fall 1961:						
			B-54 (formerly B-4)	4					
			B-109	4					
			Spring 1962:						
			B-58 (formerly B-8)	4					
			B-109	4					
Sargent, Cyril G.	Prof.	Ed D	Fall-Spring 1960-61:						
			C-103. Administration: Cases and Concepts in Educational Administration	4		11	1	20	1/2F
			Summer 1961:						
			S-C-104a. Administration: Cases and Concepts in Educational Administration (first half)	4					
			S-C-104b (second half)	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		College		Full or Part Time
					E	S	O	P	
Sargent con't.			Fall 1961:						
			C-103	4					
			C-201. Administration: Field Work in Administration and Related Seminar	4					
Scheffler, Israel	Prof.	Ph D	Fall 1960:						
			A-3. Philosophy: Introduction to the Philosophy of Education	4			1	9	X
			A-149. Philosophy: Philosophy of Science	4					
			Spring 1961:						
			A-205. Philosophy: Seminar in Analysis of Educational Concepts	4					
			A-4. Philosophy: Modern Thinkers and Educational Issues	4					
			Summer 1961:						
			S-A-3	4					
			S-A-4	4					
			Fall 1961:						
			A-3	4					
			A-149	4					
			Spring 1962:						
			A-4	4					
			A-202. Philosophy of Curriculum: Seminar in Foundations of Curriculum and Curriculum Research	4					
			Summer 1962:						
			S-A-3	4					
			S-A-4	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		College		Full or Part Time
					E	S	O	P	
Scheffler con't.			Students Advised — 1960-61 — 1961-62						
			master's and certificate — 7 — 6						
			doctoral (pre-thesis) — 10 — 13						
			doctoral (thesis stage) — 9 — 8						
Tiedeman, David V.	Prof.	Ph D	Fall 1960:						
			C-18. Guidance: Principles, Practices and Organization	4				14	X
			Spring 1961:						
			C-110. Guidance: Introductory Practicum in Guidance	4					
			C-111. Guidance: Vocational Development	4					
			Fall and Spring 1960-61:						
			C-213. Guidance: Seminar in Administration	8					
			C-217. Guidance: Internship	8					
			Guidance 401. Performance in the Administrative Role						
			Summer 1961:						
			L-C-152a. Seminar in the Supervision of Instruction (for principals)	4					
			L-C-152b. Seminar in the Supervision of Instruction (for team leaders)	4					
			Fall 1961:						
			C-220. Administration: Seminar: The Development and Application of Theory in Administration	4					
			C-18	4					
			Spring 1962:						
			C-213	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper.				Full or Part Time
					School		College		
					E	S	O	P	
Tiedeman con't.			Summer 1962:						
			L-C-153. Administration: Seminar on the Teaching and Learning Process	4					
			Students Advised 1960-61 1961-62 master's and certificate 0 8 doctoral (pre-thesis) 0 1 doctoral (thesis stage) 0 22 (including special paper)						
Ulich, Robert	Prof. Emeritus	Ph D							
Watson, Fletcher G.	Prof.	Ph D	Fall 1960:						
			C-10. Curriculum and Methods: Introduction to the Teaching of Science	4			1	25	X
			C-206. Science: Seminar: Selected Problems in Science Education	4					
			Spring 1961:						
			C-115. Science: Teaching Procedures and the Planning of Instruction in Science	4					
			Summer 1961:						
			S-C-15. Science: Science in the Elementary School	4					
			Fall 1961:						
			C-10	4					
			C-206	4					
			C-146. Elementary Education: Science and Mathematics in the Curriculum	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		College		Full or Part Time
					E	S	O	P	
Watson con't.			Spring 1962: C-115	4					
			Students Advised 1960-61 1961-62 master's and certificate 55 52 (shared responsibility) doctoral (pre-thesis) 16 14 doctoral (thesis stage) 5 4						
Whiting, John W. M.	Prof.	Ph D	Fall 1960: B-3. Human Development: Introduction to Educational Anthropology	4			4	13	X
			B-253. Human Development: Seminar: The Cross-Cultural Study of Socialization	4					
			Spring 1961: B-217. Human Development: Seminar: Schools in Non-Western Societies	4					
			Fall 1961: B-253	4					
			Students advised 1961-61 1961-62 doctoral (pre-thesis) 28 12						
Sauer, Edwin G.	Associate Prof.	Ph D	Fall 1960: C-6. Curriculum and Methods: Curriculum and Methods in English in Secondary Schools	4					X
			C-214a. English: Seminar: Research In New Literary Materials for the Secondary School	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		Teaching Exper. College		Full or Part Time
					E	S	O	P	
Sauer con't.			Spring 1961:						
			C-118. English: Advanced Course In the Teaching of Composition	4					
			C-214b	4					
			C-215. English: Seminar: Special Problems in Language Instruction	4					
			Summer 1961:						
			S-C-160. The American Novel, 1850-1950: The Teaching of American Literature in Secondary Schools	4					
			N-C-6 (same as C-6)	4					
			Fall 1961:						
			Resigned because of illness						

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper.				Full or Part Time
					School		College		
					E	S	O	P	
TERM APPOINTMENTS									
Alpert, Richard	Asst. Prof.	Ph D	Fall 1961: B-1. Psychology and Measurement: Introductory Course	4			5	4	1/2 F
			Spring 1962: B-210c. Research Methods in Child Study	4					
Bahner, John M.	Asst. Prof.	Ph D	Fall 1961: C-19. Elementary Education: The Elementary School. Its Program and Organization	4		6		1	X
			Summer 1962: L-C-153. Administration: Seminar on the Teaching and Learning Process	4					
Bolster, Arthur S. Jr.	Asst. Prof.	Ph D	Fall 1960: C-11. Curriculum and Methods: The Social Sciences in the Secondary School (assist)	4		7		3	X
			Summer 1961: N-C-11.	4					
			Fall 1961: C-11	4					
			Spring 1962: A-207. History: The Social Studies in the 20th Century	4					
			Summer 1962: S-A-5. American School: Contemporary Issues in American Education (assist)	4					
			S-C-170. American Political Thought	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper.				Full or Part Time
					School		College		
					E	S	O	P	
Bolster con't.			Students Advised 1960-61 1961-62						
			master's and certificate 40 75						
Buechner, Alan C.	Asst. Prof.	Ed D	Fall 1960:						
			C-9. Curriculum and Methods: Principles and Materials of Music Education	4	1	1		10	X
			Fall and Spring 1960-61:						
			C-4. Elementary Education: Music in Elementary Education	4					
			Fall 1961:						
			C-9	4					
			Fall and Spring 1961-62:						
			C-4	4					
			Students Advised 1960-61 1961-62						
			master's and certificate 11 5						
Cooley, William W.	Asst. Prof.	Ed D	Fall 1960:						
			B-112. Measurement: Mechanics of Educational Research	4		3	1	4	X
			C-206. Science: Seminar: Selected Problems in Science Education	4					
			Spring 1961:						
			B-107. Measurement: Educational Statistics: Intermediate Course	4					
			Fall 1961:						
			B-112	4					
			C-206	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper.				Full or Part Time
					School		College		
					E	S	O	P	
Cooley con't.			Spring 1962:						
			B-107	4					
			Students Advised — 1960-61 — 1961-62						
			master's and certificate — 0 — 0						
			doctoral (pre-thesis) — 4 — 3						
			doctoral (thesis stage) — 3 — 3						
Engel, Mary	Asst. Prof.	Ph D	Fall and Spring 1961-62:						
			B-220. Guidance: Personality Assessment	8		1	1	1	X
			C-210. Guidance: Seminar in Counseling Disturbed Children	8					
Fischler, Abraham S.	Asst. Prof.	Ed D	Fall 1960:						
			C-206. Science: Seminar: Selected Problems in Science Education	4		8	1	3	X
			Fall and Spring 1960-61:						
			C-5. Elementary Education: Mathematics and Science in Elementary Education	4					
			Summer 1961:						
			L-C-151. Administration: Seminar in the Organization of Instruction (assist)	4					
			Fall 1961:						
			C-206	4					
			C-146. Elementary Education: Science and Mathematics in the Curriculum	4					
			Fall and Spring 1961-62:						
			C-5	4					
			Summer 1962:						
			L-C-153. Administration: Seminar on the Teaching and Learning Process	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School E	Teaching Exper. School S	Teaching Exper. College O	Teaching Exper. College P	Full or Part Time
Fischler con't.			Students Advised — 1960-61 1961-62 master's and certificate — 0 — 1 doctoral (pre-thesis) — 3 — 2 doctoral (thesis stage) — 1 — 2						
Herriott, Robert E.	Asst. Prof.	Ed D	Fall 1961: B-122. Sociology: The Survey Research Method in the Sociology of Education	4		3		1	X
Kjeldergaard, Paul M.	Asst. Prof.	Ph D	Fall 1960: B-119a. Research in Instruction: Proseminar in Educational Research	4			1.5		X
			Spring 1961: B-201. Measurement: Seminar in Measurement and Research in the Teaching of Language	4					
			B-119b. Research in Instruction: Proseminar in Educational Research	4					
			Summer 1961: S-B-4. Measurement: Introduction to Educational Research	4					
			Fall 1961: B-56. Measurement: Educational Statistics: Introductory Course (formerly B-106)	4					
			Spring 1962: B-51. Human Development: The Psychology of Human Learning (formerly B-118)	4					
			Summer 1962: S-B-54. (formerly S-B-4)	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		Teaching Exper. College		Full or Part Time
					E	S	O	P	
Kjeldergaard con't.			Students Advised 1960-61 1961-62						
			doctoral (pre-thesis) 1 3						
McPhee, Roderick F.	Asst. Prof.	Ph D	Spring 1962: C-20. Secondary Education: The Secondary School: Its Organization, Administration, and Program	4		2	5	1	X
			C-223. Theory and Practice in School Administration	4					
			Summer 1962: S-C-20	4					
			S-C-103. Administration: Cases and Concepts in Educational Administration	4					
			Students Advised 1960-61 1961-62						
			doctoral (pre-thesis) 0 2						
			doctoral (thesis stage) 0 9						
Oliver, Donald W.	Asst. Prof.	Ed D	Fall 1960: C-11. Curriculum and Methods: The Social Sciences in the Secondary School	4		5			X
			C-207. Social Science: Seminar: Research in Social Science Education	4					
			Spring 1961: C-208. Social Science: Seminar: Research in Social Science Education	4					
			Fall and Spring 1961-62: C-116. Curriculum and Methods: The Social Sciences in the Secondary School: Intermediate Course	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School E	Teaching Exper. School S	Teaching Exper. College O	Teaching Exper. College P	Full or Part Time
Oliver cont.			Students Advised 1960-61 1961-62 master's and certificate 20 0 doctoral (pre-thesis) 3 4 doctoral (thesis stage) 3 2						
Sizer, Theodore R.	Asst. Prof.	Ph D	Fall 1960: B-6. American School: The Social Foundations	4		2		3.5	X
			Spring 1961: A-2. History: History of American Education	4					
			Fall 1961: B-6	4					
			A-52. History: Topics in the History of American Education	4					
			Spring 1962: A-2	4					
			Students Advised 1960-61 1961-62 master's and certificate (230) doctoral (pre-thesis) 8 doctoral (thesis stage) 1 2	director of program - all students have major advisors					
Tyler, Priscilla	Asst. Prof.	Ph D	Fall 1960: C-129. English: The Teaching of English in America, 1700-1960.	4		10	14	3	X
			Spring 1961: C-215. English: Seminar: Special Problems in Language Instruction	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		College		Full or Part
					E	S	O	P	
Tyler con't.			Summer 1961:						
			S-C-118. English: Advanced Course in the Teaching of Composition	4					
			S-C-215 (see C-215)	4					
			Fall 1961:						
			C-6. Curriculum and Methods: Curriculum and Methods in English in Secondary Schools	4					
			C-129	4					
			Spring 1962:						
			C-[illegible]5	4					
			C-313. Individual Instruction, Field Work, or Research in Teaching of English	4					
			Students Advised 1960-61 1961-62						
			master's and certificate c. 35 c. 40						
			doctoral (pre-thesis) 1 8						
			doctoral (thesis stage) 0 5						
Whitla, Dean K.	Asst. Prof.	Ph D	Fall 1960:						
			B-241. Social Relations: Seminar: The Analysis of Educational Roles	4			1.5	7	1/2F
			Fall 1961:						
			B-231. Human Development: Seminar: Psycho-Social Learning as an Institutional Phenomenon	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School E	Teaching Exper. School S	Teaching Exper. College O	Teaching Exper. College P	Full or Part Time
Austin, Mary C.	Lecturer	Ed D	Fall 1960:						
			C-216. Language Arts: Seminar: Selected Problems in the Teaching of Language Arts	4	9		8	6	X
			Spring 1961:						
			C-23. Elementary Education: Children's Literature	4					
			C-24. Guidance: Diagnosis and Treatment of Reading Disabilities	4					
			C-25. Elementary Education: The Arts	4					
			Fall and Spring 1960-61:						
			C-3. Elementary Education: Language Arts in Elementary Education Supervision of Individual Instruction	4					
			Students Advised 1960-61 1961-62 doctoral (pre-thesis) 2 0 doctoral (thesis stage) 0 2						
Benson, Charles S.	Lecturer	Ph D	Fall 1960:						
			C-105. Administration. The Financial Support and Business Management of Education	4			5	7	X
			Fall 1961:						
			C-105	4					
			A-206. Administration: Educational Policy and National Issues	4					
			Fall-Spring 1961-62:						
			C-201. Administration: Field Work in Administration and Related Seminar	8					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper.				Full or Part
					School		College		
					E	S	O	P	
Benson con't.			Students Advised — 1960-61 — 1961-62 doctoral (pre-thesis) — 4 — 8 doctoral (thesis stage) — 5 — 7						
Cogan, Morris L.	Lecturer	Ed D	Fall 1960: C-101. Principles of Teaching: Principles and Problems of Supervision	4		13	3	8	X
			Spring 1961: B-213. Human Development: Interdisciplinary Seminar on the Behavioral Sciences and Education	4					
			Fall-Spring 1960-61: C-16 A & B. Principles of Teaching: Intro. to Teaching in the Secondary School and Supervised Teaching	10, 8 or 4					
			Summer 1961: N-C-140. Principles of Teaching: Practicum in Supervision	4					
			N-C-141. Principles of Teaching: Seminar on the Practicum in Supervision	4					
			Fall 1961: C101	4					
			Spring 1962: A-202. Philosophy of Curriculum: Seminar in Foundations of Curriculum and Curriculum Research	4					
			C-102. Principles of Teaching: Problems of Curriculum Development	4					
			Fall-Spring 1961-62: C-16	10, 8 or 4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		Teaching Exper. College		Full or Part Time
					E	S	O	P	
Cogan con't.			Summer 1962:						
			L-C-140	4					
			L-C-141	4					
			Students Advised 1960-61 1961-62						
			doctoral (pre-thesis) 12 12						
			doctoral (thesis stage) 3 3						
Curle, Charles T. W.	Lecturer	Ph D	Fall-Spring 1961-62:						
			A-209. Seminar: Problems of Educational and Social Growth in the Underdeveloped Countries	4		1	9		X
			Summer 1962:						
			S-A-209	4					
			S-B-117 Human Development: Schools in Non-Western Societies	4					
Hummel, Raymond C.	Lecturer	Ph D	Summer 1961:						
			S-C-110. Guidance: Introductory Practicum in Guidance	4				2	X
			Fall 1961:						
			C-212. Guidance: Seminar: Research in Counseling	4					
			Spring 1962:						
			C-110	4					
			Summer 1962:						
			S-C-110	4					
			Students Advised 1961-62						
			master's and certificate 10						
			doctoral (pre-thesis) 2						
			doctoral (thesis stage) 12						

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper.				Full or Part Time
					School		College		
					E	S	O	P	
King, Richard G.	Lecturer	Ed D	Spring 1961: B-113. Guidance: Measurement in Guidance	4		2	2	2	1/2 F
			Summer 1961: S-B-107. Measurement: Educational Statistics: Intermediate Course	4					
			Spring 1962: B-57. Guidance: Tests and Measurements in Education (formerly B-113)	4					
Lansky, Leonard M.	Lecturer	Ph D	Spring 1961: B-2. Human Development: Introduction to Educational Psychology and Child Behavior	4			4	2	X
			Harvard Extension 1960-61: B-2	4					
			Fall 1961: B-52. Human Development: The Development of Personality and Social Behavior (formerly B-2)	4					
			Harvard Extension 1961-62: B-2	4					
			Summer 1962: S-B-1. Psychology and Measurement: Introduction to Educational Psychology	4					
			S-B-2	4					
			Students Advised 1961-62 Doctoral (thesis stage) 1						

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		College		Full or Part Time
					E	S	O	P	
Lortie, Dan C.	Research Associate & Lecturer	Ph D	Spring 1961: B-207. Sociology: Seminar: Social Organization of Schools and Community	4			2	4	X
			Fall 1961: B-140 (formerly B-207)	4					
			Fall-Spring 1961-62: C-201. Administration: Field Work in Administration and Related Seminar	8					
			Students Advised — 1960-61 — 1961-62 doctoral (pre-thesis) — 2 — 4 doctoral (thesis stage) — 5 — 5						
Perry, William G. Jr.	Lecturer	A M	Fall 1960: C-109. Guidance. Introduction to Counseling	4		3	4	15	1/4 F
			Fall 1961: C-109	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper.				Full or Part Time
					School		College		
					E	S	O	P	
ANNUAL APPOINTMENTS									
Blaisdell, Raymond W.	Lecturer	Ed M	Director of Secondary School Internship Director of Harvard-Newton and Harvard-Lexington Summer Program			6			X
Bluestone, Max	Lecturer	Ph D	Spring 1962: C-118. English: Advanced Course in the Teaching of Composition	4			7	3	X
			Summer 1962: S-C-118	4					
			S-C-161. Shakespeare: Selected Plays: The Teaching of Shakespeare in Secondary Schools	4					
Cohen, Carl	Visiting Lecturer	M A	Fall-Spring 1960-61 Remedial Mathematics (AYI)	-			22		1/12
			Fall Spring 1961-62 Remedial Mathematics (AYI)	-					
Elliott, F. Eleanor	Lecturer	Ed M	Fall 1960: C-14. Curriculum and Methods: Principles and Materials of Art Education	4	34				1/3
			Fall 1961: C-14	4					
			Students Advised: 1960-61 1961-62 master's and certificate 11 8						

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School E	Teaching Exper. School S	Teaching Exper. College O	Teaching Exper. College P	Full or Part Time
Ferguson, W. Eugene	Lecturer	Ed D	Fall-Spring 1960-61: C-8. Curriculum and Methods: Mathematics in the Secondary School	4	2	8	12	3	1/8
			Fall-Spring 1961-62: C-8	4					
Gibson, Christine M.	Lecturer	M A	Fall 1960: C-7. Curriculum and Methods: The Teaching of a Second Language	4		15			X
			Spring 1961: C-219. Language Education: Seminar: Theory and Practice in the Teaching of a Second Language	4					
			Fall 1961: C-7	4					
			Spring 1962: C-219	4					
			Students Advised 1960-61 1961-62 master's and certificate 3 2						
Guillemin, Victor Jr.	Lecturer	Ph D	Fall-Spring 1960-61: Physics 106 A, 106B. General Physics for High-School Teachers	8			14	6	X
			Fall-Spring 1961-62: Physics 106A, 106B	8					
			Students Advised 1960-61 1961-62 master's and certificate AYI 45 45						

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School E	Teaching Exper. School S	Teaching Exper. College O	Teaching Exper. College P	Full or Part Time
Landy, Edward	Lecturer	Ed D	Fall 1960: C-202. Guidance: Seminar and Practicum in Counseling	4		6	3	10	X
			Spring 1961: C-203. continuation of C-202	4					
			Spring 1962: C-213. Guidance: Seminar in Administration	4					
Marden, Robert H.	Lecturer	Ph D	Fall 1960: C-108. Administration: Community and School	4				10	X
			Fall 1961: C-108	4					
			A-206. Administration: Educational Policy and National Issues	4					
			Fall-Spring 1961-62: C-201. Administration: Field Work in Administration and Related Seminar	8					
			Students Advised — 1960-61 — 1961-62 doctoral (pre-thesis) — 5 — 6 doctoral (thesis stage) — 4 — 6						
Roe, Anne	Lecturer & Research Associate	Ph D	Fall 1960: C-202. Guidance: Seminar and Practicum in Counseling				2	3	X
			Spring 1961: C-111. Guidance: Vocational Development	4					
			Spring 1962: C-111	4					
			C-218. Guidance: Seminar on Research in Career Development	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		Teaching Exper. College		Full or Part Time
					E	S	O	P	
Roe con't.			Students Advised 1960-61 1961-62 master's and certificate 0 6 doctoral (pre-thesis) 1 2 doctoral (thesis stage) 0 1						
Sabaroff, Rose Epstein	Lecturer	Ed D	Fall-Spring 1961-62: C-2. Principles of Teaching: Supervised Teaching in the Elementary School	8	4		3	1	X
			C-3. Elementary Education: Language Arts in Elementary Education	4					
			Summer 1962: N-C-3. Elementary Education: Language Arts	4					
			Students Advised 1961-62 master's and certificate About 60						
Schwaab, Edleff H.	Lecturer	Ph D	Fall-Spring 1960-61: B-220. Guidance: Personality Assessment	8			1	2	1/3 F
			Fall-Spring 1961-62: C-202, C-203. Guidance: Seminar and Practicum in Counseling I and II	8					
			Students Advised 1960-61 1961-62 master's and certificate 3 3 doctoral (pre-thesis) 2 2 doctoral (thesis stage) 1 1						
Sproul, Adelaide	Lecturer		1960-61 and 1961-62 Seminar on the Teaching cf Art to Young Children		12				X

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		Teaching Exper. College		Full or Part Time
					E	S	O	P	
D'Andrade, Roy G.	Instructor	B A	Fall 1961: B-53. Human Development: Introduction to Educational Anthropology (formerly B-3)	4				2	X
			Students Advised 1961-62 doctoral (thesis stage) 2						
Dreeban, Robert	Instructor	A M	Spring 1961: B-5. Sociology: Introduction to the Sociological Analysis of the School System	4		2		4	X
			Spring 1962: B-55 (formerly B-5)	4					
Grannis, Joseph C.	Instructor	AMT	Fall-Spring 1960-61: C-4. Elementary Education: Social Studies in Elementary Education	4		2	.5	3	X
			Summer 1961: L-C-151. Administration: Seminar in the Organization of Instruction (assist)	4					
			Fall-Spring 1961-62: C-4	4					
Hartman, Allan S.	Instructor	Ed D	Fall-Spring 1961-62 C-201.Administration: Field Work in Administration and Related Seminar	8		2			X
			Students Advised 1960-61 1961-62 doctoral (pre-thesis 2 2 doctoral (thesis stage) 1						

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper.				Full or Part Time
					School		College		
					E	S	O	P	
Hutenlocher, Janellen	Instructor	Ph D	Fall-Spring 1961-62: B-1. Psychology and Measurement: Introductory Course	4					1/10 F
Nickerson, Eileen T.	Instructor	Ph D	Fall 1960: B-114. Guidance: Individual Psychological Assessment	4		.5		4	3/4 F
			Summer 1961: S-B-114	4					
			Fall 1961: B-114	4					
			Students Advised 1961-62 Master's and certificate 4						
Porter, Douglas	Instructor	Ed D	Fall 1960: B-1. Psychology and Measurement: Introduction to Educational Psychology & Measurement	4	2.5	.5	1	4	X
			Spring 1961: B-216. Psychology: Seminar: The Analysis of Instructional Materials	4					
			Fall 1961: B-1	4					
			Spring 1962: B-216	4					
			C-55. Materials of Instruction: Evaluation and Selection	4					
			Summer 1962: S-C-155. Seminar: Techniques of Programming Instructional Materials	4					

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper.				Full or Part Time
					School		College		
					E	S	O	P	
Purpel, David E.	Instructor	Ed D	Fall 1960: C-11. Curriculum and Methods: The Social Sciences in the Secondary School (assist)	4		1			X
			Fall-Spring 1961-62: C-16. Principles of Teaching: Introduction to Teaching in the Secondary School and Supervised Teaching	10,8 or 4					
Robinson, Wade M.	Instructor	Ed D	Summer 1961: L-C-152a. Seminar in the Supervision of Instruction (for principals)	4		6	.5	.5	X
			L-C-152b. Seminar in the Supervision of Instruction (for team leaders)	4					
			Summer 1962: S-A-5. American School: Contemporary Issues in American Education	4					
Shaver, James P.	Instructor	Ed D	Fall 1961: C-11. Curriculum and Methods: The Social Sciences in the Secondary Schools (assist)	4					X
			Fall-Spring 1961-62: C-116. Curriculum and Methods: The Social Sciences in the Secondary School: Intermediate Course	4					
			Students Advised 1961-62 master's and certificate 29						
Wall, Robert	Instructor	A M							1/10 F

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School E	Teaching Exper. School S	Teaching Exper. College O	Teaching Exper. College P	Full or Part Time
Carrier, Elba O.	Research Associate	Ed D				6	2	1	X
Dodd, Peter C.	Research Associate	A B	Fall-Spring 1961-62 Tutorial in Social Studies			4		1	X
Feldmesser, Robert A.	Research Associate	Ph D	Director Behavioral Sciences Curriculum Project for SUPRAD				4	2	1/3 F
Fraser, Stewart E.	Research Associate	Ed D				1	5		1/4 F
Giele, Janet Z.	Research Associate	Ph D						3 part time	1/2
Kuhlman, Clementina K.	Research Associate	Ph D							2/5
Loeb, Arthur L.	Research Associate	Ph D	Programmed Instruction Project 1961-62			.5	6	6	1/4
Longabaugh, Richard H. W.	Research Associate	AMT				.5	.5	1	1/4
Morrison, Coleman	Research Associate	CAS			5				X

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		Teaching Exper. College		Full or Part Time
					E	S	O	P	
Morrison, Mildred B.	Research Associate	M A			10				1/8
Prentice, Norman M.	Research Associate	Ph D	Fall-Spring 1960-61: B-220. Guidance: Personality	8					X
			Fall-Snring 1961-62: B-220	8					
Resnick, Lauren B.	Research Associate	Ed D				1			X
Ryerson, Alice J.	Research Associate	Ed D			.5				2/5
Sperry, Bessie M.	Research Associate	Ph D	Fall-Spring 1961-62: C-210. Guidance: Seminar in Counseling Disturbed Children	8			.5		1/2
			Students Advised 1961-62 doctoral (pre-thesis) 1						
Trask, Anne E.	Research Associate	Ed M				1			1/10
Weinstein, David	Research Associate	Ed D	1960-61 and 1961-62 Supervises AMT apprentices in French and German		3	1	8	5	1/2

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School E	Teaching Exper. School S	Teaching Exper. College O	Teaching Exper. College P	Full or Part Time
Weinstein con't.			Students Advised 1960-61 1961-62 master's and certificate 13 12						
Whiting, Beatrice B.	Research Associate	Ph D							1/10
Woodbury, Charles A. Jr.	Research Associate	Ed D					13		X
Zimmer, George P.	Research Associate	Ed D				1	13		X

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School E	Teaching Exper. School S	Teaching Exper. College O	Teaching Exper. College P	Full or Part Time
Archibald, David K.	Research Assistant	Ed M	1961-62 Assisted in Supervision of apprentice teachers			1		.5	1/5
Buck, Ivonne S.	Research Assistant	Ed M					2		7/8
Charleson, William R.	Research Assistant	M A				1			2/5
Coombe, Trevor A.	Research Assistant	Ed M				2	.5		1/4
Covell, Arthur M.	Research Assistant	M S	SUPRAD						1/5
Despres, Nancy	Research Assistant	M S			9	.5			1/2
Field, Frank L. Jr.	Research Assistant	Ed M	Spring 1962: C-111. Guidance: Vocational Development (assist)	4			1/8		X
Higa, Masanori	Research Assistant	A M				2	3		1/10

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		College		Full or Part Time
					E	S	O.	P	
Hozid, Joseph L.	Research Assistant	M A					1		X
Huchet, Charles G.	Research Assistant	Ed M				.5			1/3
Jennings, Rita M.	Research Assistant	M A			1	15			X
Jones, Kenneth J. Jr.	Research Assistant	AMT	Spring 1962: B-107. Measurement: Educational Statistics: Intermediate Course (assist)	4		4			1/4
Kittredge, Margaret A.	Research Assistant	AMT	Fall 1960: C-7. Curriculum and Methods: The Teaching of a Second Language (assist)	4		1			X
			Fall 1961: C-7 (assist)	4					
			Spring 1962: D-219. Language Education: Seminar: Theory and Practice in the Teaching of a Second Language and in Teaching of Reading (assist)	4					
Krinsky, Susan G.	Research Assistant	Ed M							3/4
LeBoeuf, Flores H.	Research Assistant	Ed M	1960-61 Supervised secondary school teachers			7			X

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School E	Teaching Exper. School S	Teaching Exper. College O	Teaching Exper. College P	Full or Part Time
Munroe, Ruth L.	Research Assistant	A B			1		1		1/5
Nardine, Frank E.	Research Assistant	Ed M			3.5				1/4
Olds, Henry F. Jr.	Research Assistant	AMT	Fall-Spring 1960-61: Supervisor of secondary school teachers Fall-Spring 1961-62: Supervisor of secondary school teachers			1.5		1	1/4
Wong, Ruth H.	Research Assistant SUPRAD	Ed M			3	12	3		3/4

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper.				Full or Part Time
					School		College		
					E	S	O	P	
Asher, Johanna S.	Teaching Fellow	A M	Students Advised 1961-62 master's and certificate 3				4.5		1/8
Bassett, Robert D.	Teaching Fellow and Research Assistant	AMT	Fall-Spring 1960-61 C-5. Elementary Education: Mathematics and Science in Elementary Education (assist) Fall-Spring 1961-62 C-5 (assist)	4 4		4	4	2	1/3
Belanger, Maurice L.	Teaching Fellow	Ed M	Fall 1961: C-10. Curriculum and Methods: Introduction to the Teaching of Science (assist)	4		5			1/4
Benson, Albert L. Jr.	Teaching Fellow	AMT	Supervising Secondary School Teachers			5			1/8
Berlak, Harold	Teaching Fellow	AMT	Supervising Secondary School Teachers			4			1/8
Binswanger, Robert B.	Teaching Fellow	Ed M	Summer 1961: S-A-5. American School: Contemporary Issues in American Education (assist) Spring 1962: A-5 (assist)	4 4		5		1.5	21/50
Bulos, Afif A.	Teaching Fellow	M A			2		4		3/8

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		College		Full or Part Time
					E	S	O	P	
Caslon, Denis H.	Teaching Fellow	A M	1960-62: Teaching Fellow in Slavic Students Advised 1960-61 1961-62 master's and certificate 2 6			2		2	1/4
Donzelot, Mary Jane	Teaching Fellow	M A	Fall-Spring 1961-62 C-3. Elementary Education: Language Arts in Elementary Education (assist)	4	17			1/4	1/4
Eastman, George H.	Teaching Fellow	A M	1961-62: Supervising apprentice teachers Students Advised 1961-62 master's and certificate 4			2	1	1	1/8
Ellis, Allan B.	Teaching Fellow	M S	1961-62: Supervising apprentice teachers Students Advised 1961-62 master's and certificate 8			2		1	1/4
Emig, Janet A.	Teaching Fellow	M A	1961-62: Supervising apprentice teachers			7		1	1/8
Fay, Robert S.	Teaching Fellow	M Ed	1960-62: Supervising apprentice teachers Students Advised 1960-61 1961-62 master's and certificate 8 8			3		3	1/2

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School E	Teaching Exper. School S	Teaching Exper. College O	Teaching Exper. College P	Full or Part Time
Fleming, James T.	Teaching Fellow	Ed M	1961-62: Supervising Elementary teachers		3				1/4
Gerber, Stuart A.	Teaching Fellow	AMT	Fall-Spring 1961-62: B-220. Guidance: Personality Assessment (assist)	8	.5	1.5			1/8
Gillen, Walter K.	Teaching Fellow	Ed M				3			1/8
Gutmann, Ann R.	Teaching Fellow	Ed M			2			1	4/5
Hafer, Ann R.	Teaching Fellow	Ed M	Fall-Spring 1961-62: B-1. Psychology and Measurement: Introductory Course (assist)	4					1/10
Herzog, John D.	Teaching Fellow	AMT	Fall 1960: B-6. American School: The Social Foundations (assist)	4		2		6	1/16
			Spring 1961: B-217. Human Development: Seminar: Schools in Non-Western Societies	4					
			Fall 1961: B-6 (assist)	4					
			Students Advised 1960-61 1961-62 master's and certificate 6 4-5						

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper.				Full or Part Time
					School		College		
					E	S	O	P	
Kandell, Alice S.	Teaching Fellow	Ed M	Fall 1961: B-114. Guidance: Individual Psychological Assessment (assist)	4				.5	1/4
Kehas, Chris D.	Teaching Fellow	A M			6	1		1.5	X
Klee, Frederick D.	Teaching Fellow	AMT	1961-62: Supervisor of secondary school teachers			7			1/4
Lehman, Hugh S.	Teaching Fellow	A M	Fall 1961: A-4. Philosophy: Modern Thinkers and Educational Issues (assist)	4			.5		1/4
Levi, Aida R.	Teaching Fellow	AMT	1961-62: Supervising secondary school teachers			.5			1/8
Massimo, Joseph L.	Teaching Fellow	Ed D	Spring 1961: C-110. Guidance: Introductory Practicum in Guidance (assist)	4	1				3/8
			Spring 1962: C-110 (assist)	4					
			Students Advised 1961-62 master's and certificate 7						
Mauch, James E.	Teaching Fellow & Research Assistant	M A	1961-62: Supervising secondary school teachers			2.5		.5	1/4

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		Teaching Exper. College		Full or Part Time
					E	S	O	P	
McKay, Gerald H.	Teaching Fellow	M A	1960-62: Supervision of elementary school teachers						1/4
McKean, Don H.	Teaching Fellow	M A					2	1	1/2
Mellon, John C.	Teaching Fellow	A B	1961-62: Supervisor of secondary school teachers			5			1/8
Miner, Harold A.	Teaching Fellow	Ed M	1961-62: Supervisor of junior high teachers			12	2	1	3/8
Mosher, Ralph L.	Teaching Fellow	A M	1960-61: Supervisor of secondary school teachers 1961-62: Supervisor of secondary school teachers			2			1/4
Newmann, Fred M.	Teaching Fellow	AMT	1961-62: Supervisor of secondary school teachers			1			1/8
O'Donnell, Bernard	Senior Teaching Fellow	A M	1960-61: Supervisor of secondary school teachers 1961-62: Supervisor of secondary school teachers				3	2	1/2

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School E	School S	College O	College P	Full or Part Time
O'Donnell, Thomas M.	Teaching Fellow	Ed M	Fall-Spring 1960-61: C-5. Elementary Education: Mathematics and Science in Elementary Education (assist)	4		3	1		1/4
			Fall-Spring 1961-62: C-5 (assist)	4					
Perkins, Frank K. Jr.	Teaching Fellow	AMT	1960-61: Supervisor of secondary school teachers			3			1/8
			1[illegible]: Supervisor of secondary school teachers						
Perry, George W.	Teaching Fellow	Ed M	1961-62: Supervisor of junior h[illegible] and secondary school teachers		2	5			3/8
Potts, David B.	Teaching Fellow	M A	Spring 1962: A-2. History: History of American Education (assist)	4					1/2
			Summer 1962:	4					
Rakower, Benito	Teaching Fellow	MS Ed	1961-62: Supervisor of secondary school teachers			5.5			1/4
			Students Advised 1961-62 master's and certificate 8						
Reed, John L.	Teaching Fellow	MALS	1961-62: Supervisor of elementary school teachers		8				1/4

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper.				Full or Part Time
					School		College		
					E	S	O	P	
Roberts, Douglas A.	Teaching Fellow	Ed M	Fall 1961: C-10. Curriculum and Methods: Introduction to the Teaching of Science (assist)	4		3		.5	1/4
			1961-62: Supervisor of secondary school teachers						
Robinson, Joanne A.	Teaching Fellow	Ed M	1961-62: Supervisor of elementary school teachers		8	1	2		1/4
Seager, George E. Jr.	Teaching Fellow	S M	1961-62: Supervisor of secondary school teachers			5	1.5	1	1/4
Sergienko, Kristin S.	Teaching Fellow	AMT	1961-62: Supervisor of secondary school teachers			1.5			1/8
Soltis, Jonas F.	Teaching Fellow	AMT	Summer 1961: S-A-2. History: History of American Education (assist)	4		.5	2	1.5	1/4
			Fall 1961: A-3. Philosophy: Introduction to the Philosophy of Education (assist)	4					
			Spring 1962: A-202. Philosophy of Curriculum: Seminar in Foundations of Curriculum and Curriculum Research (assist)	4					
Stone, Beverly S.	Teaching Fellow	Ed M			2	2		3	1/4

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		Teaching Exper. College		Full or Part Time
					E	S	O	P	
Wideman, John W.	Associate Director Bureau of Study Council & Teaching Fellow	Ed M	Fall 1960: C-109. Guidance: Introduction to Counseling (assist)	4	.5	2		3	9/25
			Fall 1961: C-109 (assist)	4					
			Summer 1962: S-C-109	4					
Woods, Nancy	Teaching Fellow	Ed M	1960-61: Supervisor of elementary teachers		7				1/4
			1961-62: Supervisor of elementary teachers						

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School E	Teaching Exper. School S	Teaching Exper. College O	Teaching Exper. College P	Full or Part Time
ADMINISTRATIVE OFFICERS WITH TEACHING RESPONSIBILITIES									
Keppel, Francis	Dean	A B	Spring 1961: A-5. American School: Contemporary Issues in American Education	4					X
			Summer 1961: S-A-5	4					
			Spring 1962: A-5	4					
Shaplin, Judson T.	Associate Dean	Ph D	Fall 1960: B-6. American School: The Social Foundations	4				14	X
			Spring 1962: C-20. Secondary Education: The Secondary School: Its Organization, Administration and Program	4					
Duehay, Francis H.	Assistant to the Dean	A M	Spring 1961: A-5. American School: Contemporary Issues in American Education (assist)	4		2		1	X
			Spring 1962: C-20. Secondary Education: The Secondary School: Its Organization, Administration and Program (assist)	4					
Price, Meredith	Assistant to the Dean	A M	Fall 1961: B-6. American School: The Social Foundations (assist)	4		2		.5	X

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years	Cr. Hrs.	Teaching Exper. School		Teaching Exper. College		Full or Part Time
					E	S	O	P	
ADMINISTRATIVE OFFICERS WITH NO TEACHING RESPONSIBILITIES									
Cotton, Dana M.	Secretary of the Grad. School of Education Director of Placement	Ed M							X
Young, Joseph J. Jr.	Assistant Dean & Director of Admissions & Financial Aid	Ed M							X
Kaelber, Edward G.	Assistant Dean	A B							X
Perry, Paul A.	Assistant to the Dean	A B							X
Weller, Charles M.	Assistant Director A.Y.I.	Ed M							X
West, Ralph O.	Assistant Secretary of Harvard Grad. Sch. of Ed.	Ed M							X

HARVARD-NEWTON PROGRAM - ELEMENTARY

Name	Highest Degree Held	H-N Assignment	Regular Assignment
Emlaw, Ruth	Ed D	Director	Principal, Angier School, Newton
Sabaroff, Rose E.	Ed D	Assistant Director	Asst. Director of Elem. Internship and Apprentice Teachers; Lecturer in Education, Harvard
Laughland, Arthur	Ed M	Admin. Principal	Principal, Hyde School, Newton
Genise, Roland	B Sc	Supervisor of Mathematics	Supervisor of Mathematics Education, Brentwood Public Schools, Brentwood, N. Y.
Parsons, Donald	A M	Supervisor of Music	Choral Director, Northaven High School, Music Supervisor, Village St. School, Northaven, Conn.
Thimblin, Lucille	M A	Grade 2	Principal, Southbridge, Mass.
Bryant, Rita	Ed M	Grade 3	Teaching Fourth grade, Bell Elementary School, Tyler, Texas
Nations, Jimmy	Ed M	Grade 3	Teaching non-graded primary, Englewood School, Florida
Wayne, Jack	Ed M	Grade 3	Teaching Sixth grade, Long School, Dearborn, Michigan
Moss, Penrod	M A	Grade 4	Curriculum Director, Dixie School District, California
Kunde, Dorothea	Ed M	Grade 4	Teacher and supervising student teachers at State College, Framingham, Mass.

Name	Highest Degree Held	H-N Assignment	Regular Assignment
Robinson, Joanne	Ed M	Grade 4	Doctoral candidate with special interest in Language Arts, Harvard
Dean, Loraine	M A	Grade 5	Teaching grades 5 and 6 at Lincoln School, Oak Park, Illinois
Lorenz, William	Ed M	Grade 5	Teaching Sixth grade, Spaulding School, Newton
Leodas, Costa	A B	Grade 6	Asst. Prof. of Elementary Education, San Francisco State College, Calif.
Lee, Mary	Ed M	Grade 6	Teaching and supervising student teachers at Northeastern University, Mass.

HARVARD-NEWTON PROGRAM - SECONDARY

Name	Highest Degree Held	H-N Assignment	Regular Assignment
Blaisdell, Raymond W.	Ed M	Director	Lecturer on Education, Director of Secondary School Internship, Harvard
O'Neill, John J.	Ed D	Principal	Principal, Weeks Jr. High School, Newton Centre
Sizer, Theodore R.	Ph D		Asst. Prof. of Education, Harvard
Haizlip, Harold C.	AMT	Assistant Principal	Candidate for Ed D in Educational Administration, Harvard
Cogan, Morris L.	Ed D		Lecturer in Education & Director of Secondary School Apprentice Teaching
Purpel, David E.	Ed D		Instructor in Education & Asst. Director of Secondary School Apprenticeship, Harvard
Adkins, Jackson B.	Ed M	Special Supervisor	Teacher of Mathematics, Phillips Exeter Academy, Exeter, New Hampshire
Grew, James H.	Doctorat-Es-Lettres	Special Supervisor of Romance Languages	Head, French Department, Phillips Academy, Andover, Mass.
Loring, Warren J.	Ed M	Special Supervisor of Social Studies	Curriculum Coordinator and Supervisor The Wheatly School, Old Westbury, N. Y.
Mosher, Ralph	M A	Special Supervisor of Social Studies	Teaching Fellow, Harvard
Murphy, Geraldine	Ph D	Special Supervisor of English Prof. of NC-6	Independent Research in the Teaching of Literature (for a book: Publisher - Ginn) Cambridge, Mass.

Name	Highest Degree Held	H-N Assignment	Regular Assignment
Simendinger, Elizabeth A.	Ph D	Special Supervisor of Science	Chairman, Science Dept., Uniondale High School, Uniondale, N. Y.
Bissex, Henry S.	AMT	Special Supervisor	Teacher-Lecturer in English Newton Secondary Schools
Elliot, Gordon E. Jr.	M A	Master Teacher of French	Teacher of World History Newton High School
Elliott, F. Eleanor	Ed M	Teacher of Art	Supervisor of Art Education Newton Public Schools
Fenton, Edwin	Ph D	Master Teacher of Social Studies	Assoc. Prof. of History, Carnegie Institute of Technology
Ganley, Albert C.	M A	Master Teacher of U. S. History	Chairman Social Studies Department Manhasset High School, Long Island, N. Y.
Glenn, Helena M.	M A	Master Teacher of English	Asst. Principal, Weeks Junior High School Newton Centre
Hanson, Robert P.	M A	Master Teacher of World History	Team Teacher, Cold Spring Harbor, N. Y.
Jassoy, Mary E.	M A	Master Teacher of English and Social Studies	Teacher, Nichols School Detroit, Michigan
Karle, Irmgard F.	Ph D	Master Teacher of Chemistry	Chemistry Teacher, Hunter College High School
Lerner, Edward	AMT	Master Teacher of World History	Social Studies Teacher, Edgemont High School, Scarsdale, New York
MacDonald, Spence C.	AMT	Master Teacher of U. S. History	Teacher-Lecturer, Newton High Schools

Name	Highest Degree Held	H-N Assignment	Regular Assignment
May, Lola J.	M A	Master Teacher of Mathematics	Cooperating Math Teacher K-8 Evanston, Illinois
McGilvray, Florence	Ed M	Teacher of Typing	Business Teacher, Wellesley Senior High School, Wellesley, Mass.
Seaman, Robert F.	Ed D	Chemistry - Associate	Chemistry Teacher, Manhasset High School, Long Island, New York
Seiderman, Bernard	M Ed	English and Social Studies Teacher	Lecturer in Education, Harvard-Nigeria Training Peace Corp Volunteers
Alexander, Daniel	CAS	Science Teacher	Teacher of Science, Uniondale High School, New York
Barrows, Douglas F.	Ed M	Recreation Teacher	Teacher-Coach, Wellesley Jr. High School, Wellesley Hills, Mass.
Bartnick, Lawrence P.	M Ed	Geometry Teacher	Vice Principal, Natick High School Natick, Mass.
Bateman, Donald R.	M A	English Teacher	Chairman, Language Arts Area, The University School Center for School Experimentation, Ohio State University, Columbus, Ohio
Berlak, Harold	AMT	Social Studies Teacher	Teaching Fellow, Harvard
Binder, Raymond K.	A B	Spanish Teacher	Teacher-In-Charge, Language Dept. Junior High School, Scarsdale, N. Y.
Boyer, Donald A.	Ph D	Science Teacher	Science Consultant (Supervisor) and Chairman, Science Dept., Winnetka Public Schools, Illinois

Name	Highest Degree Held	H-N Assignment	Regular Assignment
Campbell, Hugh D.	M A	French Teacher	French Teacher, Roxbury Latin School West Roxbury, Mass.
Cohen, Martin S.	Ed M	English and Social Studies Teacher	Elementary School Consulting Teacher School District of Philadelphia, Pa.
Craig, Hazel J.	Master's	Typing Teacher	Teacher of Math, Weeks Junior High School, Newton Centre
Diamond, Robert E.	M S		Math Teacher-Counselor, Westport, Conn.
Payson, Helen B.	M Ed		Student, Harvard Grad. School of Ed.
Prusan, Joseph L.	M A	U. S. History - Asst.	Dept. Chairman, Cheltenham High School Nyncote, Pa.
Rankin, Stuart C.	Ed M	Math Teacher	Asst. Principal, Pasteur Elementary School, Detroit, Michigan
Richard, Emily L.	M A		Candidate for Ph D at Harvard-Radcliffe Grad. School of Arts & Sciences
Saunders, Helen T.	Ed M	Spanish - Asst.	Substitute teacher of Spanish Newton High School
Silluzio, Vincent	Ed M	Science Teacher	Teacher of Science, Newton Public Schools
Sylva, Joseph W.	Ed M		Asst. Principal, Supervisor Industrial Arts, Weeks Junior High School, Newton Centre
Sobol, Thomas	AMT	English Teacher	Head, Dept., The Fox Lane School Bedford, New York

Name	Highest Degree Held	H-N Assignment	Regular Assignment
Warshaw, Thayer S.	AMT	English Teacher	Teacher, Newton High School
Welch, Robert D.	M A		11th & 12th Grade English Curriculum Grosse Pointe High School, Michigan
West, William W.	M A	Master Teacher of English	Teacher of English, Newton High School
Westline, Bruse	M A	Master Teacher of Science	Science Teacher and Coordinator Grosse Pointe Public Schools, Michigan
Winston, William L.	Ed M	Audio-Visual Supervisor	Supervisor, Department of Audio-Visual Instruction, Newton Public Schools
Wood, Diana M.	AMT	Master Teacher of Social Studies	Teacher of English and History Weeks Junior High School Newton Centre

HARVARD-LEXINGTON PROGRAM - ELEMENTARY

Name	Highest Degree Held	H-L Assignment	Regular Assignment
Bahner, John	Ph D	Program Director	Asst. Prof. of Education, Harvard
Tiedeman, David	Ed D	Academic Dean	Prof. of Education, Harvard
Sailer, James E.	CAS	Admin. Asst. to the Program Director	Candidate for Ed D in Educational Administration, Harvard
Worthen, John	M A	Asst. to the Academic Dean	Candidate for Ed D in Guidance and Teaching Fellow, Harvard
Porter, David	M Ed	Audio-Visual Specialist	Teacher, Kappa Team (Gr 5-6) A.V. Building Coordinator, Estabrook Elementary School, Lexington
Nardine, Frank	Ed M	Social Studies Specialist	Candidate for Ed D in Elementary Teacher Education, Harvard
Procopio, Mary A.	Ed D	English Specialist	Prof. of Education, Salem State Teachers College, Salem, Mass.
Youkstetter, Frank	Ed D	Science Specialist	Assoc. Prof., Science Education Dept., Wayne State, Detroit, Michigan
Wong, Ruth	Ed D	Math Specialist	Senior Lecturer, School of Education, University of Singapore
Cazden, Mrs. Courtney	M Ed	Observation Team Leader	Candidate for Ed D in Elementary Teacher Education, Harvard
Goldhammer, Robert	Ed M	Observation Team Leader	Asst. Prof. of Education Clark University, Worcester, Mass.

Name	Highest Degree Held	H-L Assignment	Regular Assignment
Henderson, John V.	M A	Observation Team Leader	Instructor and Asst. to the Director of Teacher Training, Middlebury College, Middlebury, Vermont
Albritton, Robert	M S	Team Leader	Principal, Sam Case Elementary School, Newport, Oregon
Davidson, Shirley	M Ed	Team Leader	Team Leader & Admin. Asst., Washington Elementary School, Mt. Lebanon, Penna.
Moore, James	M S	Team Leader	Principal, Middle School, Glen Cove, Long Island
Seager, Bradley	M S	Asst. in Supervision	

HARVARD-LEXINGTON PROGRAM - JUNIOR HIGH SCHOOL

Name	Highest Degree Held	H-L Assignment	Regular Assignment
Fischler, Abraham	Ed D	Program Director	Asst. Prof. of Education, Harvard
Watts, Lawrence	Ed M	Administrative Assistant	Candidate for Ed D in Educational Administration, Harvard
Howard, Charles	M A	Teaching Team Leader	Principal, Muzzey Junior High School, Lexington
Belanger, Maurice	Ed D	Observation Team Leader	Teaching Fellow, Harvard
DeGénnaro, William	M S	Teaching Team Leader	Asst. Principal, Plainview High School Plainview, New York
Fischer, Stephen J.	M A	Observation Team Leader	Student, Harvard Grad. School of Ed.
Beauchamp, Robert	Ed D	English Specialist	Asst. Prof. of English, Illinois State University
Schippert, Frederick	M A	Math Specialist	Supervisor of Mathematics, Junior Highs, Detroit, Michigan
Carrier, Elba	Ed D	Science Specialist	Research Associate, Harvard
Barone, Vincent	M A	Social Studies Specialist	Assoc. Prof. of Education New York State University
Worthen, John	M A	Program Evaluation	Research Assistant, Harvard

NUMBER OF STUDENTS ENROLLED IN COURSES 1961-62

Course	Fall	Spring
A-2		113
A-3	51	76
A-4	62	
A-5		31
A-52	11	
A-149		4
A-202		19
B-1	68	137
B-6	101	
B-51		27
B-52	35	
B-53	9	
B-54	22	
B-55		26
B-56	24	
B-57		31
B-58		15
B-107		19
B-108		6
B-109	4	
B-112	6	
C-2a	4	26
C-2b	15	12
C-3	23	22
C-4	1	52
C-5	6	54
C-6	36	
C-7	7	
C-8		30
C-9	4	
C-10	15	
C-11	41	
C-12	42	
C-13		29
C-14	8	
C-16a	15	105
C-16b	44	40
C-16c		5
C-17	14	
C-18	26	

Course	Fall	Spring
A-206		12
A-207		4
A-208	6	3
A-209	19	12
A-301	1	1
A-302	7	10
A-303	6	8
B-114	29	
B-119		10
B-122	3	
B-140	14	
B-210c		1
B-216		7
B-220	18	20
B-231	8	
B-240	4	
B-253	4	
B-301	6	8
B-302	2	
B-304	1-	3
B-306	5	
C-115		16
C-116		9
C-117		4
C-118		11
C-129	6	
C-146	9	
C-201		12
C-202	20	
C-203		20
C-206	7	
C-210	5	4
C-212	7	
C-213		7
C-215		18
C-217	1	8
C-218		5
C-219		4
C-220	10	
C-221		12

(continued)

IV - 4 (continued)

Course	Fall	Spring
C-19	8	
C-20		8
C-22	none	
C-55		26
C-101	18	
C-102		20
C-103	15	
C-105	11	
C-106		12
C-108	12	
C-109	41	
C-110		28
C-111		30
Admin. 400	7	12
Guid. 401	none	

Course	Fall	Spring
C-222	none	
C-302	1	7
C-223		13
C-303	1	1
C-304	1	2
C-305	1	1
C-307	6	3
C-308		3
C-309	4	3
C-311	4	5
C-312	24	26
C-313	3	8

REPLACEMENTS TO THE FACULTY (Instructors and Above)

Year	Rank	Name	Degree	Years of Teaching College	Years of Teaching School
1962-63*					
1961-62	Asst. Prof.	Richard Alpert	Ph.D.	4	
	Lecturer	Rose E. Sabaroff	Ed.D.	4	4
	Lecturer	Adelaide Sproul			12
1960-61	Professor	Edwin E. Moise	Ph.D.	10	
	Lecturer	Edleff H. Schwaab	Ph.D.	9	
1959-60	Instructor	Allan S. Hartman	Ed.D.	4	2
1958-59	Instructor	Roy G. D'Andrade	B.A.	2	
	Instructor	Eileen T. Nickerson	Ph.D.	4	1

*A list of replacements for 1962-63 will be available at the time of the evaluation.

ADDITIONS TO THE FACULTY (Instructors and Above)

Year	Rank	Name	Degree	Years of Teaching	
				College	School
1962-63*					
1961-62	Asst. Prof.	Mary Engel	Ph.D.	5	1
	Lecturer	Charles T. W. Curle	Ph.D.	9	
1960-61	Asst. Prof.	John M. Bahner	Ph.D.	1	6
	Lecturer	Richard G. King	Ed.D.	4	2
1959-60	Asst. Prof.	Arthur S. Bolster	Ph.D.		7
	Asst. Prof.	Abraham S. Fischler	Ed.D.	5	8
	Asst. Prof.	Paul M. Kjeldergaard	Ph.D.	2	
	Asst. Prof.	Priscilla Tyler	Ph.D.	14	11
	Lecturer	Victor Guillemin	Ph.D.	20	
	Lecturer	Leonard M. Lansky	Ph.D.	10	
	Lecturer	Anne Roe	Ph.D.	5	
	Instructor	Joseph C. Grannis	M.A.	3	2
	Instructor	Wade M. Robinson	C.A.S.	1	6
1958-59	Asst. Prof.	Robert E. Herriott	Ed.D.	1	3
	Asst. Prof.	Dean K. Whitla	Ph.D.	2	

*A list of additions for 1962-63 will be available at the time of the evaluation.

MEMBERS OF THE FACULTY WHO WERE AWARDED THE DOCTORATE WITHIN THE PAST FIVE YEARS

Name	Position at Harvard (1961-62)	Awarded Doctorate Degree
Maurice L. Belanger	Teaching Fellow in Education	Ed.D. 1962
Masanori Higa (Mr.)	Research Asst. in Lab. Res. in Instruction	Ed.D. 1962
Rita Mae Jennings	Research Asst. in Center for Field Studies	Ed.D. 1962
Leopold E. Klopfer	Tchg. Fellow in Gen. Ed., Research Asst. in Educ.	Ed.D. 1962
Joseph L. Massimo	Teaching Fellow in Education	Ed.D. 1962
Wade M. Robinson	Executive Director, SUPRAD	Ed.D. 1962
Anne E. Trask	Research Associate in Educ.	Ed.D. 1962
	(1960-61)	
Richard H. Balomenos	Teaching Fellow	Ed.D. 1961
Elba O. Carrier (Mr.)	Research Asst. in Educ.	Ed.D. 1961
Catherine B. Tancock (now Mrs. Heckscher)	Research Asst. in Lab. of Human Development	Ed.D. 1961
Robert E. Herriott	Research Associate in Educ.	Ed.D. 1961
Paul E. Kelly	Research Asst. in Educ.	Ed.D. 1961
Eugene C. Lee	Tchg. Fellow & Res. Asst.	Ed.D. 1961
John A. Mierzwa	Tchg. Fellow in Educ., Res. Asst. in Educ.	Ed.D. 1961
Douglas Porter	Instructor in Education	Ed.D. 1961
Keith W. Prichard	Research Asst. in Educ.	Ed.D. 1961
David E. Purpel	Teaching Fellow in Educ.	Ed.D. 1961
Jane Roland	Research Associate in Educ.	Ph.D. in Ed. 1961
Edward C. Scanlan	Instructor in Ed., Research Assoc. in Educ.	Ed.D. 1961
James P. Shaver	Teaching Fellow and Research Asst. in Educ.	Ed.D. 1961
Theodore R. Sizer	Instructor in Education	Ph.D. in Ed. 1961
	(1959-60)	
Betty Boller	Teaching Fellow	Ed.D. 1960
Alan C. Buechner	Instructor in Education	Ed.D. 1960
Edward J. Meade	Admin. Asst. Center for Field Studies	Ed.D. 1960
John J. O'Neill	Instructor in Educ., Assoc. Dir., MAT Program	Ed.D. 1960

(continued)

Name	Position at Harvard (1958-59)	Awarded Doctorate Degree
Reginald D. Archambault	Visiting Instr. in Educ.	Ed.D. 1959
Vernon R. Burton	Instructor in Educ., Res. Asst. Lab. of Human Dev.	Ph.D. in Ed. 1959
Douglas H. Hagen	Research Asst. in Educ.	Ed.D. 1959
Paul P. Mok	Milton Res. Fellow in Educ., Res. Asst. in Educ.	Ed.D. 1959
Robert R. Ramsey	Asst. in Financial Aid Office, Harvard Col., Head Proctor, Member Bd. Freshmn. Advsrs.	Ed.D. 1959
John A. Sly	Research Asst. in Educ.	Ed.D. 1959
Frederic D. Weinfeld	Research Asst. in Lab. of Res. in Instruction	Ed.D. 1959
	(1957-58)	
George I. Brown	Teaching Fellow in Education	Ed.D. 1958
John P. Gainey	Res. Asst. in Education	Ed.D. 1958
Allan S. Hartman	Res. Asst. in Education	Ed.D. 1958
Andreas M. Kazamias	Teaching Fellow in Education	Ed.D. 1958
Shaun Kelly	Research Asst. in Educ.	Ed.D. 1958
Richard G. King	Assoc. Dir. of Admissions & Financial Aid, Harvard Col., Member Fac. Arts & Sciences, Member, Bd. Freshmn. Advsrs.	Ed.D. 1958
Robert P. O'Hara	Res. Asst. in Educ., Instructor in Education	Ed.D. 1958
John B. Smith	Associate in Education	Ed.D. 1958
David B. Tyack	Asst. Dean of Freshmen	Ph.D. in Ed. 1958

FACULTY GRANTED LEAVES FOR RESEARCH AND STUDY

1961 - 62

Dan C. Lortie - second half year
Donald W. Oliver - first half year
John W. M. Whiting - second half year

1960 - 61

John B. Carroll - first half year
Raymond C. Hummel - entire year
Cyril G. Sargent - second half year
Judson T. Shaplin - entire year

1959 - 60

Phillip J. Rulon - entire year

1958 - 59

Israel Scheffler - entire year

1957 - 58

Charles S. Benson - second half year
Neal Gross - entire year
Fletcher G. Watson - first half year

SUMMER SCHOOL FACULTY 1961

Name	Regular Position	Assignment at Harvard	Highest Degre
Lawrence A. Cremin	Prof. of Educ., Columbia Univ.	History of American Ed. (Educ. S-A-2). Amer. School: Social Foundations (Educ. S-B-6)	Ph.D.
Arnold Buchheimer	Board of Higher Educ., New York City	Intro. to Guidance: Principles, Practices, and Organization (Educ. S-C-18) Guidance Introduction to Counseling (Educ. S-C-109)	Ph.D.
E. Brooks Smith	Prof. of Education & Coordinator of Teacher Educ., Wheelock College	The Elementary School: Its Program and Organization (Educ. S-C-19); Social Studies: Curriculum in the Elementary School (Educ. S-C-40)	Ed.D.
Lloyd S. Michael	Superintendent of Evanston Township High School	Principles of Teaching--Problems of Curriculum Development (Educ. S-C-102)	Ed.D.
Robert H. Mitchell & Esther E. Matthews	Members of the Guid. Staff of Newton High School	Assistants in Guidance: Introductory Practicum in Guidance (Educ. S-C-110)	A.M. Ed.D.
Lyle M. Stanford	Prof. of Biology, College of Idaho	Science: Biological Conservation (Educ. S-C-136)	Ph.D.
William F. Russell	Prof. Music, Pomona College	Choral Music of the Late Renaissance: Analysis & Performance (S-122)	A.M.

SUMMER SCHOOL FACULTY 1962

Name	Regular Position	Assignment at Harvard	Highest Degre
Jurgen Herbst	Assist. Prof. of History and Educ. Wesleyan Univ.	History of American Educ. (Educ. S-A-2)	Ph.D.
Martin Hamburger	Assoc. Prof. of Educ. New York Univ.	Guidance: Intro. to Guidance--Principles, Practices and Organization (S-C-18) Guidance: Vocational Development (S-C-111)	Ph.D.
George A. Beauchamp	Prof. of Education, Northwestern Univ.	Elementary Educ: Its Program and Organization (S-C-19) Principles of Teaching: Problems of Curriculum Development (S-C-102)	Ph.D.
James H. Grew	Phillips Academy	Curriculum and Methods: The Teaching of French and Spanish (S-C-35)	Dr. Ès-L
Archibald Stark and Esther E. Matthews	Members of Guidance Staff of Newton High School	Assignments in Guidance: Introductory Practicum in Guidance (S-C-110)	(not kno Ed.D.
George Camougis	Asst. Prof. of Physiology, Clark University	Science: Aquatic Biology (S-C-131)	Ph.D.
John J. Euck	Prof. of English, Univ. of Wisconsin	Shakespeare: Selected Plays: The teaching of Shakespeare in Secondary Schools (S-C-161)	Ph.D.
John C. McLaughlin	Asst. Prof. of English Lang. & Linguistics, State Univ. of Iowa	English: Special Problems in Language Instruction (S-C-215)	Ph.D.
Iva Dee Hiatt	Assoc. Prof. of Music, Smith College	Choral Conducting,(Music S-257)	M.A.
Robert Katz	Prof. of Physics, Kansas State Univ.	Elements of Atomic Physics (Physics S-113); Elements of Nuclear Physics, (Physics S-104)	Ph.D.
Vera F. de Beck-Agular	Asst. Prof. of Modern Languages, Bronx Community College	Introduction to Portuguese Language & Civilizations of Portugal and Brazil (Port. S-100 ab)	(not kno

ENROLLMENT IN DEGREE PROGRAMS 1961-62

Master of Arts in Teaching:	Full	Part	Total
Classics	5	0	5
English	72	1	73
Fine Arts	8	0	8
Languages	30	1	31
Mathematics	16	0	16
Music	4	1	5
Natural Science	31	1	32
Social Science	65	1	66
	231	5	236

Master of Education:			
Academic Year Institute (degree)	30	0	30
Educ. Meas. and Stat.	4	1	5
Elementary (Inexperienced)	61	3	64
Exp. Teacher Elementary	4	2	6
English	5	1	6
Music	0	1	1
Science	0	1	1
Social Science	5	0	5
General Purposes	10	16	26
Guidance	27	5	32
Human Development	3	5	8
Research in Instruction	1	0	1
	150	35	185

Certificate of Advanced Study:			
Educational Administration Elementary	0	3	3
Educational Administration Secondary	0	3	3
Educ. Meas. and Stat.	1	0	1
Guidance	9	3	12
Teacher Education	2	4	6
	12	13	25

(continued)

V-1 (continued)

Doctor of Education:	Full	Part	Total
Administrative Career Program	24	19	43
Educational Administration	1	1	2
Educational Meas. and Stat.	6	2	8
Guidance	32	7	39
History and Philosophy of Educ.	12	2	14
Human Development	6	2	8
Language Education	2	0	2
Research in Instruction	8	2	10
Science Education	3	1	4
Social Science Education	1	0	1
Sociology of Education	5	0	5
Teacher Ed.--Curric. and Supervision	3	1	4
Teacher Ed. Elementary	8	2	10
English	8	2	10
Mathematics	5	0	5
Modern Foreign Languages	0	1	1
Science	4	1	5
Secondary	1	1	2
Social Science	1	1	2
	130	45	175

Grand Totals:			
Master of Arts in Teaching	231	5	236
Master of Education	150	35	185
Certificate of Advanced Study	12	13	25
Doctor of Education	130	45	175
	523	98	621

V-2

NON-DEGREE ENROLLMENT 1961-62

	Full	Part	Total
Academic Year Institute	15	0	15
Graduate Study Only	1	9	10
John Hay Fellows	13	0	13
Special Cases*	3	57	60
	32	66	98

*"Special Cases" include post-doctoral students, special auditors, voucher cases, degree holders, voucher and degree holders, undergraduates and corporation appointments.

V-3

SUMMER ENROLLMENT 1962

Harvard Summer School:			
	Master of Arts in Teaching	26	
	Master of Education	98	
	Certificate of Advanced Study	16	
	Doctor of Education	29	
	Graduate Study Only	28	
			197
Harvard-Newton:			
	Master of Arts in Teaching Plan B	103	
	Summer Only	11	
			114
	Master of Education Plan B	37	
	Summer Only	9	
			46
Harvard-Lexington:			91
Grand Total:			448

DEGREES AWARDED IN 1962

Master of Arts in Teaching:	June	February	Total
Classics	4	0	4
English	54	12	66
Fine Arts	5	2	7
Mathematics	12	2	14
Modern Foreign Languages	21	2	23
Music	3	1	4
Natural Sciences	24	7	31
Social Science	50	13	63
	173	39	212

Master of Education:			
Educ. Meas. and Stat.	4	1	5
Elementary Education	1	2	3
Elem. Teaching (Inexp. teachers)	46	16	62
General Purposes	10	13	23
Guidance	20	5	25
Human Development	1	5	6
Teaching of English	3	2	5
Teaching of Mathematics (A.Y.I.)	8	5	13
Teaching of Science	5	1	6
Teaching of Science (A.Y.I.)	11	8	19
Teaching of Social Science	5	1	6
	58	30	88

Certificate of Advanced Study:			
Educational Administration	16	0	16
Elementary Education	4	0	4
Guidance	4	0	4
Science Education	1	0	1
Social Studies	1	0	1
	26	0	26

(continued)

V-4 (contined)

Doctor of Education:	June	February	Total
Educational Administration	12	7	19
Educational Meas. and Stat.	1	0	1
Guidance	2	0	2
Human Development	4	1	5
Research in Instruction	2	1	3
Science Education	2	0	2
Sociology of Education	2	0	2
Teacher Education	4	0	4
	29	9	38

Grand Totals:			
Master of Arts in Teaching	173	39	212
Master of Education	58	30	88
Certificate of Advanced Study	26	0	26
Doctor of Education	29	9	38
	286	78	364

APPRENTICE TEACHING ASSIGNMENTS
AMT PLAN A - 1961-62

Teaching Fellow	Student	Subject	School	Cooperating Teacher	Plan
Denis Caslon	Merrill Hunt	Classics	Newton High	Miss Jewett	Fall
	John Sullivan	"	Browne and Nichols, Camb.	Mr. Samuel Powers	Full Year
Frank Perkins	James Swan	English	Bigelow Junior High, Newton	Mr. Roger Clark	Full Year
F. Eleanor Eliott	Gail Bond*	Fine Arts	Brookline High	Inez Woodbury Grace Calden	Fall
	Mary Ann Miller*	Fine Arts	Wellesley High Franklin School, Lexing.	Martha Carlson Temple Fawcett	Fall
David Weinstein	Stephen Quigley	French	Watertown High	Mrs. Stella Boy	Full Year
	Rollin Walker*	French	Watertown High	Mrs. Stella Boy	Fall
Harold Berlak	Linda Michaelson	Social Science	Somerville High	Mr. Charles Adams	Full Year
	Elizabeth Gold	Social Science	Emerson Jr. High, Concord	Mr. Leonard Godfrey	Full Year
	Betty Lou Marple	Social Science	" " " "	Mr. Robert Seaward	Fall (4 cr
	Nancy Margolis	Social Science	" " " "	Mr. Robert Seaward	Full Year
Allen Ellis	Ann Ferren	Social Science	Newton High	Mr. William Hollman	Fall
	Joseph Gilliam	Social Science	Newton High	Mr. William Hollman	Fall
	Gerald Levy	Social Science	Newton High	Mr. Edward Martin	Full Year
	Jonathan Lurie	Social Science	Newton South High	Mr. John Robinson	Full Year
	Sylvia Elias	Social Science	Wellesley High	Mr. Joshua Smith	Full Year
	Samuel Warren	Social Science	Wellesley High	Mr. Joshua Smith	Full Year
	Carol Freedman	Social Science	Wellesley High	Mr. Gardner Marchant	Full Year
	Joan Wantman	Social Science	Needham High	Mr. Kenneth Holt	Full Year
Frederick Klee	Thomas O'Donnell*	Social Science	Malden High	Mr. Carl Garland	Fall
	Bernard Shapiro*	Social Science	Warren Jr. High, Newton	Mr. Luther Manning	

* Candidates for degrees in January, 1962.

VI-1 continued

Teaching Fellow	Student	Subject	School	Cooperating Teacher	Plan
Ralph Mosher	Elizabeth Warriner	Social Science	Weeks Jr. High, Newton	Mrs. Eleanor Weeks	Fall
Benito Rakower	Phyliss Ann Levine	Social Science	Medford High	Mr. John Hardy	Full Year
	Louise Smith	Social Science	Medford High	Mr. John Hardy	Full Year
	Roger Rawden	Social Science	Somerville High	Mr. Daniel Macero	Full Year
	Rhoda Spangenberg	Social Science	Somerville High	Mr. John Joyce	Full Year
George Eastman	Judith Chernus	English	Newton High School	Mrs. D. Freimarck	Spring
	Norma Easter			Mr. R. Jacobs	
	Ann Maucker			Miss B. Allen	
	Judith Silverson			Miss B. Allen	
Janet Emig	Karen Charlson	English	Belmont High School	Mrs. A. Morrissey	Spring
	Malcolm Marshall			Mr. Frank Foley	
	Peggy Monkmeyer		Newton High School	Mrs. J. Woffard	
	Mary Siebert			Miss M. Gianferante	
Afif Bulos	Joan Bolker	English	Brookline High	Miss A. Busse	Spring
	Frederick Dudley		Arlington High	Mrs. A. Bray	
	Janet Mendell		Watertown High	Mr. A. Neenan	
	Ben Shute		Watertown High	Mr. T. Roache	
Aida Levi	Julia Howe	English	Weeks Jr. High	Mr. Wm. MacDonald	Spring
	Mary Lydon		Weeks Jr. High	Mrs. C. Weissman	
	Valerie Stearn		Boston	Miss J. Pollard	
	George Thomas		Weeks Jr. High	Mr. W. Knowlton	
John Mellon	Judith Fisher	English	Needham High	Mrs. S. Roberts	Spring
	Noel Heermance		Quincy High	Miss Muriel Goudey	
	Louis Kalb		Warren Jr. High	Mr. A. Ouillette	
	Carol Stevens		Meadowbrook Jr. High	Miss M. Dolan	

VI-1 continued

Teaching Fellow	Student	Subject	School	Cooperating Teacher	Plan
Albert Benson	Elliott Feander	English	Winchester High	Miss M. Rosenman	Spring
	Michael Foster		Medford High	Mr. P. D. Donovan	
	Steven Welch		Winchester High	Mr. R. Hayward	
Frank Perkins	Cynthia Birdsey	English	Wellesley Jr. High	Miss M. Marrs	Spring
	Nancy Knotts		Concord Jr. High	Mr. R. Shohet	
	Benito Rakower				
	Susan Reibel		Concord Jr. High	Mr. S. Lagios	
	Scott Shablak		Weston High	Miss C. McDonough	
	James Swan		Bigelow Jr. High	Mr. R. Clark	
	Robert Zeeb		Bigelow Jr. High	Mr. R. Clark	
Johanna Asher	Susan Altman	Fine Arts	Concord-Carlisle	Mr. J. Lanagan	Spring
	Susan Fahl		Wellesley Jr. High	Mr. W. Gow	
	Judith Foss		Diamond Jr. High, Lexing.	Mrs. J. Diggs	
F. Eleanor Elliott	Peter Veres	Fine Arts	Newton Jr. College	Miss M. Bliss	Spring
David Weinstein	Clodius Willis	French	Waltham High	Miss J. Dubois	Spring
	Jan Ter Weele		Weeks Jr. High	Mrs. M. Yesley	
Kristin Sergienko	Sheila Kunian	French	Newton High	Mrs. M. Hogan	Spring
	Andree Roche		Cambridge High	Miss F. Russell	
	Joan Rosof		Newton High	Mr. T. B. Cornell	
James Mauch	Marion Daviess	Spanish	Quincy High	Miss M. Pratt	Spring
	Stuart Decovsky		Needham High	Peter Gerbino	
David Weinstein	Grayce Hall	German	Waltham High	Miss C. Heald	Spring
	Carolyn Kreye		Belmont High	Mr. R. Penta	
	George Torrey		Quincy High	Mr. E. Schwartz	
	Ruth Turner		Waltham High	Mr. G. Benedict	

VI-1 continued

Teaching Fellow	Student	Subject	School	Cooperating Teacher	Plan
Denis Caslon	Walter Marx	Latin	Newton High	Miss C. Ashley	Spring
	Joyce Penniston		Concord High	Mr. D. Izzi	
	John Sullivan		Browne and Nichols	Mr. S. Powers	
	Daniel Weine		Medford High	Miss E. Toomajian	
Thomas O'Donnell	Richard Balles	Mathematics	Belmont Jr. High	Mr. T. Houston	Spring
	William Faulkner		Fessenden School	(Mr. A. Clarridge (Mr. W. Goodhue	
	Margaret Hughes		Weeks Jr. High	Miss D. Foster	
	Phyliss Patterson		Concord Jr. High	Mr. Paul Dickie	
	Paula Rauer		Diamond Jr. High	Mr. R. Franz	
	Edward Sullivan		Newton High	Miss A. Fossberg	
	Margaret Wirt		Newton High	Miss K. Crehan	
Dr. A. Buechner	George A. Beever	Music	Brookline High	Miss A. Freeman	Spring
	Peter Cobb		Weston High	Mrs. A. MacWilliams	
	Sally McBridge		(Lesley College (Concord High	(Mr. E. Benjamin (Miss E. Gillette	
	Marilyn Neher		Lexington High	Mrs. L. Gruber	
Douglas Roberts	Klaus Aarons	Science	Concord High	Mr. T. Dillon	Spring
	Elizabeth Bailey		Weeks Jr. High	Mrs. J. Goetze	
	Muriel Golden		Lincoln	Mr. D. Ford	
	Jane Levitas		Wellesley High	Mr. N. Loud	
	Edmon Luke		Concord High	Mr. J. Regan	
	Patricia McKillop		Winchester High	Mr. F. Finigan	
	Francis Valcour		Winchester High	Mrs. L. Travis	
Maurice Belanger	Richard Burse	Science	Newton High	Mrs. O. Bailey	Spring
	Sheila Prial		Belmont High	Mr. Ch. Holbrook	
	Myrna Rick		Newton High	Mr. H. Lent	
	Judith Rosenblum		Needham High	Mr. R. Parmigene	
	Ruth Vars		Needham High	Mr. H. Goldberg	
	Ruth Wood		Brookline High	Mr. W. Fox	

VI-1 continued

Teaching Fellow	Student	Subject	School	Cooperating Teacher	Plan
David Archibald	Gary Baker Michael Karavetsos Phyliss Levine Tae Park	Social Studies	Warren Jr. High Lynn Classical Meadowbrook Jr. High Arlington High	Mr. L. Manning Mr. James Parks Mr. R. McCann Mr. J. Kelley	Spring
Fred Klee	Emily Bradford Jonathan Harris Donald Petersen Robert West	Social Studies	Brookline High Brookline High Watertown High Hingham High	Miss C. Weeden Mr. V. Dobras Mr. O. Hannon (Mr. J. Marshall (Mr. R. Miller	Spring
George Perry	Richard Cowell Jean Chamberlain	Social Studies	Browne and Nichols Cambridge High	Mr. J. Brisbois (Mr. W. J. Toomey (Mr. W. Elbery	Spring
James Mauch	Audrey Clapham Robert Coan Kate Hanrahan Sarah Naas	Social Studies	Weston High Wilson Jr. High, Natick Wellesley Jr. High Wellesley Jr. High	Mr. N. Smith Mr. V. Lister Mrs. A. Graham Miss D. Maxim	Spring
Benito Rakower	Prisci Allen Nancy Knotts Gertrude Pearlman Roger Rawden Susan Reibel Rhoda Spangenberg Susan Vallely	Social Studies	Weeks Jr. High Emerson Jr. High Weeks Jr. High Somerville High Concord High Somerville High Bigelow Jr. High	Mr. W. MacDonald Mr. R. Shohet Miss Joan Samson Mr. D. Macero Mr. S. Lagios Mr. F. Sestito Mr. R. Clark	Spring
Ralph Mosher	Robert Dougherty David Mesirow	Social Studies	Arlington East Jr. High Newton High	(Mr. V. Hammond (Mr. H. MacLean Mr. W. Hollman	Spring

INTERN ASSIGNMENTS
1961 - 1962

Teaching Fellow	Student	Subject	School	Cooperating Teacher	Plan
Bernard O'Donnell	Peter Cook	English-Social Studies	Weeks Jr. High	Mary Hines	Fall
	Lewis Smith		Weeks Jr. High	Mary Hines	Spring
	Nancy Peck		Belmont Jr. High	Miss Helen Austin	Fall
	Carlene Newberg		Belmont Jr. High	Miss Helen Austin	Spring
	Gerald Thorpe		Meadowbrook Jr. High	Helen McLaughlin	Fall
	Carol Bloomberg		Meadowbrook Jr. High	Helen McLaughlin	Spring
	Brenda Giombetti		Arlington Jr. High	Nancy Nolan	Fall
	John Mayher		Arlington Jr. High	Nancy Nolan	Spring
	Judith Deutsch		Warren Jr. High	Helen McLaughlin	Fall
	Susan Rhodes		Warren Jr. High	Helen McLaughlin	Spring
	Mary Flaherty		Bigelow Jr. High	Helen McLaughlin	Fall
	Gladys C. Fernandez		Bigelow Jr. High	Helen McLaughlin	Spring
	Carlene Newberg	English	Milton Jr. High	Barbara McIntyre	Fall
	Elizabeth Williams		Milton Jr. High	Barbara McIntyre	Spring
	Nancy Price		Andover High	Beatrice Stevens	Fall
	Barry Bortnick		Andover High	Beatrice Stevens	Spring
Fred Newman	William Timmins	Social Studies	Weston Jr. High	Philip Wicky	Fall
	Lucy Gratwick		Weston Jr. High	Philip Wicky	Spring
	William Charleson		Lexington High	Helen McIntyre	Fall
	William Ewing		Lexington High	Helen McIntyre	Spring
George Perry	David Hall	Social Studies	Andover Jr. High	William E. Hart	Fall
	Anne Constant		Andover Jr. High	William E. Hart	Spring
	William Nierintz		Devotion Jr. High	Ruth Funk	Fall
	Richard Del Vecchio		Devotion Jr. High	Ruth Funk	Spring
	Arlene Wachsburg		Winchester Jr. High	Alfred Meurling	Fall
	Gilbert Shasha		Medford Jr. High	Humphrey Howe	Fall
	George Rogers		Milton Jr. High	Barbara Stanwood	Fall
	Douglas Macey		Milton Jr. High	Barbara Stanwood	Spring
	Glen Hawkes		Belmont High	Charles Meyers	Fall
	Grace Hoagland		Belmont High	Charles Meyers	Spring
	Grace Hoagland		Winchester High	Howard Niblock	Fall

VI-2 continued

Teaching Fellow	Student	Subject	School	Cooperating Teacher	Plan
George Perry	Michael Katz	Social Studies	Winchester High	Howard Niblock	Spring
	Thomas Weinland		Wayland High	Robert Scotland	Fall
Ralph Mosher	Sarah Karwoski	Social Studies	Winchester Jr. High	Alfred Meurling	Spring
	Robert Kuklis		Medford Jr. High	Humphrey Howe	Spring
	Gerald Paist		Wayland High	Robert Scotland	Spring
Robert Fay	Donald Thomas	English	Concord Jr. High	Paul Ross	Fall
	Richard Dodds		Concord Jr. High	Paul Ross	Spring
	Judith Chamberlain		Wellesley Jr. High	Frances Baldwin	Fall
	Eleanor Grossman		Wellesley Jr. High	Frances Baldwin	Spring
	Steve Halpert		Natick High	Emily Shannon	Fall
	Mary Hodgkinson		Natick High	Emily Shannon	Spring
	Arthur Moss		Needham High	John Ferrett	Fall
	Jane Wiegand		Needham High	John Ferrett	Spring
	Charles Hogg		Medford High	Richard Cattani	Fall
	Edward Todd		Medford High	Richard Cattani	Spring
	Frances Layman		Newton South High	Ann Sanguinetti	Fall
	Nancy Price		Newton South High	Ann Sanguinetti	Spring
	Anita Porter		Newton North High	Helen Ryan	Fall
	Robert Holland		Newton North High	Helen Ryan	Spring
	Charles Saltzman		Wellesley High	Wilbur Crockett	Fall
	William Reynolds		Wellesley High	Wilbur Crockett	Spring
Henry Olds	Jacqueline Nunez	English	Wayland High	Benedict Mazza	Fall
	Janice Herman		Wayland High	Benedict Mazza	Spring
	Judith Garelick		Brookline High	Trask Wilkinson	Fall
	Martha Whitney		Brookline High	Trask Wilkinson	Spring
G. Bradley Seager	Diana Burgess	Mathematics	Lexington High	Kenneth Moyle	Fall
	Walter Koetke		Lexington High	Kenneth Moyle	Spring
	Russel Geiseman		Newton North High	Jack Shapiro	Fall
	Richard Brown		Newton North High	Jack Shapiro	Spring
	Barbara Lehman		Newton South High	Frances Allen	Fall
	Robert Rosenfelt		Newton South High	Frances Allen	Spring

VI-2 continued

Teaching Fellow	Student	Subject	School	Cooperating Teacher	Plan
G. Bradley Seager	Karin Blom	Mathematics	Brookline High	Caroline Shine	Fall
	Hedwig Bergmann		Brookline High	Caroline Shine	Spring
Afif A. Bulos	Deborah Noyes	French	Concord High	Elaine Hardie	Fall
	Naomi Katz		Concord High	Elaine Hardie	Spring
	Cynthia McKnight		Brookline High	Helen Bridey	Fall
	Eileen Samuels		Brookline High	Helen Bridey	Spring
David Weinstein	Esther Rosenthal	French	Weeks Jr. High	Mary Hines	Fall
	Carol Ference		Weeks Jr. High	Mary Hines	Spring
	Joan Schlossberg		Newton High	Gordon Elliott	Fall
	Heather Holiber		Newton High	Gordon Elliott	Spring
Harold Miner	Lorraine Sherry	Science	Natick Jr. High	Joseph Keefe	Fall
	Helen McConnell		Natick Jr. High	Joseph Keefe	Spring
	George Franke		Meadowbrook Jr. High	Maurice Belanger	Fall
	Janet Ziskind		Meadowbrook Jr. High	Maurice Belanger	Spring
	John Dunlap		Wayland High	George Carpenter	Fall
	Eleanor Chaffee		Wayland High	George Carpenter	Spring
	Paul Abbott		Winchester Jr. High	Sybil Daniels	Fall
	Barbara Smits		Winchester Jr. High	Sybil Daniels	Spring
	Gail Eaton		Newton High	Vincent Silluzio	Fall
	Nancy Birge		Newton High	Vincent Silluzio	Spring
	Nancy Day		Weston High	Wallace Sawyer	Fall
	John Stayn		Weston High	Wallace Sawyer	Spring
Maurice Belanger	Ruth Langridge	Science	Belmont Jr. High	Victor Walker	Fall
	William Burson		Belmont Jr. High	Victor Walker	Spring

A DEFINITION OF RESPONSIBILITIES ASSUMED BY SCHOOL SYSTEMS AFFILIATED WITH THE HARVARD GRADUATE SCHOOL OF EDUCATION IN THE HARVARD INTERNSHIP PROGRAM

Adopted November 29, 1961

1. The towns should be ready to fulfill the financial obligations of the internship program, i.e.,

   -pay the intern salary at prevailing rate, at present $2100,

   -spend a minimum of $400 per pair of interns for supervision of the two interns.

2. The towns should be ready to select a capable supervisor to supervise the teaching of each pair of interns, i.e.,

   -he should be interested in working with interns,

   -he should possess skills of supervision needed both to upgrade the teaching performance of each intern while teaching, and to initiate and direct the activity of both interns to effect a smooth transition at midyear,

   -he should be approved by the Director of Elementary or Secondary Internship.

3. The school in which interns are placed should be prepared to provide adequate time for the supervisor to do his job, a minimum of four periods a week;

   -his non-teaching periods should coincide with the intern's teaching periods in order to provide opportunity for class visits,

   -some of the intern's non-teaching periods should coincide with the supervisor's teaching periods in order to provide opportunity for the intern to visit his supervisor or other teachers,

   -the schedule should make it possible for the supervisor to observe each different class assigned to the intern.

4. The school in which interns are placed should be prepared to provide a teaching load for the intern that recognizes his lack of experience and does not have the effect of driving him out of the teaching profession before he can acquire confidence, skill, and a sustaining amount of teaching sophistication.

   At the elementary school level (self-contained classroom) this can be done by exercising care in the makeup of the class assigned to the intern, i.e.,

   -avoiding a large class,

   -avoiding known behavior cases,

(continued)

At the secondary school level this can be done by:

-assigning four classes with two preparations and some extras, or

-assigning five classes with two preparations and no extras,

-avoiding large classes,

-avoiding assignment of non-academic, difficult classes to interns.

5. The towns should make provision for the local supervisor to attend the one week Institute on Supervision. This is suggested as one way to improve the skills of the supervisor in helping the intern plan for teaching and in the critical analysis of his teaching.

6. The towns should encourage the local supervisor to attend the four seminar meetings at Harvard. These meetings are conducted by senior members of the Harvard staff. It is assumed that they would prove helpful to the local supervisors and would bring them more completely into the team operation.

SUPERVISORY ASSIGNMENTS
ELEMENTARY PLAN A - FEBRUARY 5 to MARCH 30, 1962

Teaching Fellow	Student	Grade	School	Cooperating Teacher
Joanne Robinson	Flora Friedland	1	Claflin School, Newton	Miss Eleanor Sprowl
	Phyllis Gouse	3	Claflin School, Newton	Mrs. Georgia Latti
	Nancy Crowe	1	Ward School, Newton	Miss Barbara Kagan
	Naomi Kirschenbaum	2	Ward School, Newton	Miss Joan Shaunessy
	Virginia Judson	6	Ward School, Newton	Mrs. Elaine Panaretos
Gerald McKay	Nancy Chezar	6	Countryside School, Newton	Miss Elizabeth Dunkman
	Barbara Fine	1	Hamilton School, Newton	Miss Margaret Eighmy
	Edward Esty	1-2	Hamilton School, Newton	Mrs. Gloria Carson
	Deborah Bacon	3	Hamilton School, Newton	Miss Rose Pilibosian
	Mary Allen Griffing	1	Carr School, Newton	Mrs. Ruth Aston
Robert Binswanger	Susan Lyman	1	Washington School, Winchester	Mrs. Eleanor Wells
	Penelope Post	2	Mystic School, Winchester	Miss Norma Littlefield
	Elizabeth McElvenny	5	Mystic School, Winchester	Mrs. Eileen Hartwell
	Joan Floe	1	Vinson-Owen School, Winchester	Mrs. Margaret Matson
	Joan Rochman	1-2	Noonan School, Winchester	Mrs. Mary Mead
James Fleming	Judith Ashworth	K	Longfellow School, Cambridge	Mrs. Patricia Shinopulos
	Eleanor Wehmiller	4	Elementary School, Weston	Miss Georgia McNamee
	Norman Katz	4	Elementary School, Weston	Miss Virginia Collins
	Anne Boronow	5	Elementary School, Weston	Mrs. Jane Marshall
John Reed	Joan Rosenthal	5	Woodland School, Weston	Mrs. Julia Tapley
	Lucie Rash	5	Woodland School, Weston	Mr. Joseph Tremont
	Mary Howell	4	Country School, Weston	Miss Barbara Mitchell
Nancy Woods	Alexandra Wharton	3-4	Estabrook School, Lexington	Miss Patricia LeClair
	Marlene Lander	5-6	Estabrook School, Lexington	Mrs. May Reinhardt
	Priscilla Cowles	1-2	Estabrook School, Lexington	Miss Charlotte Levins
	Charlene Horn	5-6	Franklin School, Lexington	Mr. Harry Mitchell

VI-4 continued

SUPERVISORY ASSIGNMENTS
ELEMENTARY PLAN B - APRIL 2 to MAY 18

Teaching Fellow	Student	Grade	School	Cooperating Teacher
Joanne Robinson	Nancy Crowe	3	Claflin School, Newton	Mrs. Georgia Latti
	Debby Bacon	5	Ward School, Newton	Mrs. Barbara Shaw
	Charlene Horn	6	Ward School, Newton	Mrs. Elaine Panaretos
	Virginia Judson	4	Underwood School, Newton	Mrs. Anne Carr
Gerald McKay	Norman Katz	6	Spaulding School, Newton	Mr. William Lorenz
	Nancy Chezar	4	Stearns School, Newton	Miss Marguerite Capuzzo
	Priscilla Cowles	3	Hamilton School, Newton	Miss Rose Pilibosian
	Judy Ashworth	4	Hamilton School, Newton	Mrs. Carolyn Mellor
Robert Binswanger	Joan Floe	3	Lincoln School, Winchester	Miss Hutchinson
	Anne Boronow	1	Lincoln School, Winchester	Mrs. Mary Buckley
	Alexander Wharton	6	Mystic School, Winchester	Miss Margaret Millican
	Penelope Post	3	Parkhurst School, Winchester	Miss Ruby Wiggett
James Fleming	Mary Howell	5	Elementary School, Weston	Mr. Joseph Tremont
	Lucie Rash	4	Elementary School, Weston	Miss Georgia McNamee
	Elizabeth McElvenny	4	Elementary School, Weston	Miss Virginia Collins
John Reed	Joan Rosenthal	4	Country School, Weston	Miss Barbara Mitchell
	Eleanor Wehmiller	5	Woodland School, Weston	Mrs. Julia Tapley
	Edward Esty	5	Woodland School, Weston	Mrs. Jane Marshall
Nancy Woods	Susan Lyman	3-4	Estabrook School, Lexington	Pat LeClair
	Barbara Fine	3-4	Estabrook School, Lexington	Pat LeClair
	Naomi Kirschenbaum	1-2	Franklin School, Lexington	Barbara Silk
	Mary Allen Griffing	3-4	Franklin School, Lexington	Ann McCarthy

VI-4 continued

SUPERVISORY ASSIGNMENTS
ELEMENTARY PLAN B - FIRST HALF YEAR

Teaching Fellow	Student	Grade	School	Cooperating Teacher
Nancy Woods	Sandra Feinstein	5	Center School, Natick	Mr. Paul G. Wadleigh
	Carol Christenson	5	Center School, Natick	Mr. Paul G. Wadleigh
	Mary Campbell (ST)	1	Underwood School, Newton	Mrs. Louise Hauser
Gerald McKay	Janet Peterson	3	Elementary School Weston	Miss Samerby
	Nancy Judd	4	Country School, Weston	Barbara Mitchell
	Karen Romnes (ST)	6	Ward School, Newton	Margaret Aucoin
	Sylvia Skolnick (ST)	5	Ward School, Newton	Miss Madeline Bartell
Robert Binswanger	Elizabeth Hecht	4	Mystic School, Winchester	Mr. Dickman
	Elizabeth Bonnaffon	4	Lincoln School, Winchester	Miss Martha Cunningham
John Reed	Ann Partridge	3-4	Franklin School, Lexington	Ann McCarthy
	Roland Barth	4	Adams School, Lexington	Mr. William E. Sim
	Wendy Crouch	6	Peter Bulkeley School, Concord	Mrs. Arsenault
James Fleming	Jacqueline Rochi	2	Countryside School, Newton	Mrs. Gay
	Susan Rubenfeld	5	Williams School, Newton	Mrs. Gay
	Cora Five	3	Devotion School, Brookline	Catherine Castle
	Beth Rosenthal	4	Driscoll School, Brookline	Lucretia Collins
Joanne Robinson	Suzanne Horner	3	Hyde School, Newton	Mrs. Gay
	Louise Claiborn	2	Claflin School, Newton	Mrs. Gay
	Susan Sugarman	5	Davis School, Newton	Mrs. Gay

VI-4 continued

SUPERVISORY ASSIGNMENTS
ELEMENTARY PLAN B - SECOND HALF YEAR

Teaching Fellow	Student	Grade	School	Cooperating Teacher
Nancy Woods	Sylvia Scholnick	5	Center School, Natick	Mr. Paul G. Wadleigh
	Karen Romnes	5	Center School, Natick	Mr. Paul G. Wadleigh
James Fleming	Mary Ann Oliveau	3	The Elementary School, Weston	Miss Judith Somerby
	Margaret McAvoy	4	Country School, Weston	Miss Barbara Mitchell
Robert Binswanger	Wendy Fox	4	Mystic School, Winchester	Mr. Raymond J. Dickman
	Rosalind Spier	4	Lincoln School, Winchester	Miss Martha Cunningham
John Reed	Jennifer Abraham	6	Peter Bulkeley School, Concord	Mrs. Martha P. Arsenault
	Susan Meihofer	3	Hyde School, Newton	Mrs. Ella M. Gay
Joanne Robinson	Monica Feuerman	2	Claflin School, Newton	Mrs. Ella M. Gay
	Carol Newschwander	5	Davis School, Newton	Mrs. Ella M. Gay
Gerald McKay	Jane Climenko	3	Devotion School, Brookline	Miss Catherine Castle
	Lillian Ambrosino	4	Driscoll School, Brookline	Miss Lucretia Collins

DRAFT

MEMORANDUM OF AGREEMENT

TO: The Norton School Committee, Norton, Massachusetts

FROM: The Center for Field Studies, Graduate School of Education
Harvard University, Cambridge, Massachusetts

RE: Study of the Norton Schools

On the basis of discussions between representatives of the Center for Field Studies, of the Graduate School of Education, Harvard University, and the Norton School Committee, the Norton School Committee authorizes a study of the schools of Norton in accordance with the following specifications:

I. GENERAL NATURE OF THE STUDY

The study will embrace an analysis and appraisal of the activities and operation of the public schools to aid the School Committee both in evaluating present conditions and in developing policy for the improvement of public education in Norton. Final recommendations will take account of the general level of the fiscal capacity of the town.

The study will, as time allows, be a cooperative one with local citizens and school personnel collaborating with the staff of the Center for Field Studies in such ways as may mutually be agreed upon during the course of the study. The precise nature of the responsibilities of the groups involved in cooperative study will be defined during the course of the collaboration.

II. SCOPE OF THE STUDY

The primary focus of the study will be of:

The Educational Program. All important facets of the educational program will be studied in the elementary, junior high and senior high schools. Study will be made of philosophy and objectives, the program of studies, instructional practices, teaching aids and materials, records and tests, student activities, and specialized services as these relate to the improvement of learning and growth of students. In addition, community resources, in-service professional training, vocational opportunities, organizational and grade structure, and drop-outs and graduates will be studied as they prove pertinent to the betterment of the educational program. Recent innovations and practices in education will be examined in the light of their suitability for the public schools of Norton.

Study will also be made of:

The Personnel of the School System. Policies and practices with relation to the recruitment, selection, training,utilization, retention, promotion and retirement of both professional and non-professional staff will be examined. The implications for school staffing which result from the study of the educational program will also be considered. Salary policy for the school system will be studied with a view to its adequacy in recruiting and retaining a competent staff for the schools.

THE ADMINISTRATION OF THE SCHOOLS. The administrative problems of the school system will be reviewed as they relate to the recommendations of the Study. Analysis will be made of the transportation, lunch program, maintenance and other auxiliary activities. Budgetary procedures and business and supply management will be examined with a view to recommending economies wherever appropriate.

THE PRESENT SCHOOL FACILITIES. The present school buildings and facilities will be examined as to their capacity, condition, utilization and adequacy for accommodating the children and educational program of Norton. If it appears feasible, a long-range building program which will include demographic analysis, the use of existing structures, possible alterations and/or additions, new construction, school sites and community needs will be studied.

THE FINANCIAL IMPLICATIONS. Since the study will be concerned with the immediate and future educational needs in Norton, the financial implications of the recommendations made will be discussed. Any additional school expenditures will be considered relative to the proposed expansion of other municipal services.

III. STUDY METHODS AND ORGANIZATION

The Center for Field Studies will provide the staff for the conduct of the study. The Superintendent of Schools may designate members of the staff of Norton Schools to work with appropriate personnel of the Center for Field Studies as is required. The Superintendent and School Committee will make necessary arrangements after consultation with the staff of the Center for Field Studies, for other than school personnel to work with the study staff.

The Norton School Committee will make necessary arrangements to provide access to city and school reports and records and will make available such files and summaries of data as are ordinarily collected and maintained by the school system. No data collected during the course of the study will be reported in any way, form or manner which could lead to the identification of particular individuals.

IV. REPORT OF THE STUDY

A final report of the study will be presented to the Norton School Committee together with data necessary for public understanding of the conditions and needs of the Norton Schools. This report will include conclusions and recommendations with alternatives suggested where appropriate.

The final report will be prepared and submitted by the Center for Field Studies in the form of two typewritten copies. As soon thereafter as possible, 150 copies of the report will be submitted to the School Committee for use in Norton as they see fit. The final report and all working papers in connection therewith shall be and remain the property of the Center for Field Studies, which reserves the right to copyright the report, to publish it, and to make it available for purposes of research in its sole discretion. The final report shall be published in full under the usual format of the Center for Field Studies.

Oral reports will be made to the School Committee at such times as may be mutually agreed upon.

(continued)

VI - 5 (continued)

V. TIME SCHEDULE OF THE STUDY

Planning of the study embraced within this memorandum will be undertaken for the most part after September 25, 1961. The study itself will be carried out during the 1961-62 academic year with a final report to be submitted no later than June 30, 1962 unless a later date is mutually agreed upon by both parties.

VI. COST OF THE STUDY

For services specified in this memorandum, the Norton School Committee shall pay to the Center for Field Studies of the Graduate School of Education, Harvard University, the sum of five thousand five hundred dollars ($5,500). Upon acceptance of this memorandum, payments will be made by the Norton School Committe to the Center for Field Studies as follows:

(1) Two thousand five hundred dollars ($2,500) payable on or before September 25, 1961.

(2) Three thousand dollars ($3,000) payable within fifteen days after submission of the final report.

VII. PROVISIONS FOR ACCEPTANCE

The Norton School Committee, by formal vote, shall ratify the specifications contained in this memorandum with such amendments as may be mutually agreed upon.

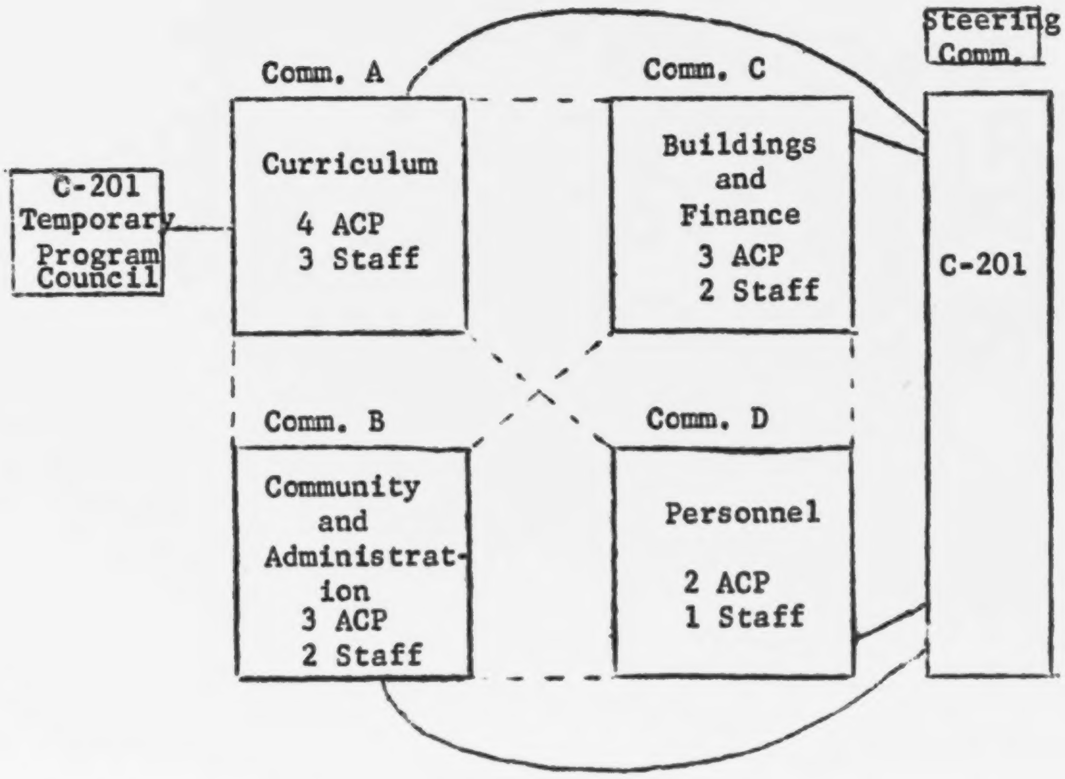
The memorandum so accepted, together with a letter from the Norton School Committee containing a copy of the vote of acceptance, will be considered by both parties as a contract for the performance of the study as specified, and payment therefore as detailed.

Chairman, Norton School Committee

Director, Center for Field Studie

Date

ORGANIZATION FOR CONSULTATIVE PART OF THE NORTON STUDY


Steering Comm.
Comm. A
Curriculum
4 ACP
3 Staff
Comm. C
Buildings and Finance
3 ACP
2 Staff
C-201 Temporary Program Council
C-201
Comm. B
Community and Administration
3 ACP
2 Staff
Comm. D
Personnel
2 ACP
1 Staff

COMMENTS

1. We have divided the group into four committees for the most efficient use of resources. However, considering the curriculum study as of primary importance--and of special concern to each individual of the Study Staff--the wrapper-uppers have proposed 1) that the Curriculum Committee be larger than the others, and 2) that the total study group sitting as the Program Council have some voice in what the Curriculum Committee chooses to study, in what order, in what manner, at what depth, and with what priorities. Once having accepted the study plans of the Curriculum Committee, the Program Council is to be forever disbanded.

2. C-201 functions as Program Council only temporarily to approve the plans of the Curriculum Committee. Plans are to be presented next Tuesday. When approved (next Tuesday or at a later session) the P.C. function of C-201 will be curtailed.

3. Other committees start work immediately gathering data in the areas designated

4. The Curriculum Committee will go to other committees for information necessary on any of the topics being studied throughout the study. (Other committees will also approach each other for similar information.) In other words, communication lines between all committees should always be open.

(continued)

VI - 6 (continued)

5. The relationship between any of the committees and C-201 (other than the temporary relationship between the C.C. and the P.C.) will be that of providing feedback, reality testing, and suggestions as placed on the agenda by the Steering Committee. All committees will be required to submit progress reports to C-201.

TIME SCHEDULE

Feb. 25	Committees B, C, and D should have completed all analysis and formed recommendations by this time.
Feb. 26-March 14	B, C, and D concentrate on writing their first drafts (parts may be written earlier).
March 5	Committee A completes analysis and has recommendations formed and approved.
March 6-23	A concentrates on writing first draft (parts may be written earlier).
March 15-28	Study staff discussion of first drafts (discuss B, C, and D before A
March 29	Start Editing: Phase I
April 10	Start Editing: Phase II
April 15	Start Editing: Phase III

ASSIGNMENT OF STUDY STAFF TO COMMITTEES

Personnel were assigned to the study committees by interest (as expressed on the sign-up sheets filled out by ACP candidates) as well as by ability. The chairman of each group should be selected by the group itself.

A (Curriculum)	Al, Jack, Jim, Tom; McPhee, Jennings, Hunt
B (Community and Administration)	Bob, Carl, Ed; Lortie, Mitchell, Marden
C (Building and Finance)	Daryl, Dave, Lloyd; Marden, Benson, Mitchell
D (Personnel)	Fred, Paul; Hartman

GROUPING OF TASKS IN COMMITTEES

The grouping of tasks was made on the basis of the following:

1. We tried to fit the subject areas with the most appropriate committee when this was possible without putting too much of a burden on any one committee.

2. We tried to divide the jobs logically according to work load.

3. In some cases we considered the personnel most qualified to study a particular area (on the basis of work done so far in Norton or elsewhere).

(continued)

VI - 6 (continued)

Committee A (Curriculum)
1. guidance
2. use of Wheaton
3. exploring voc.-tech. h.s.
4. educable class need
5. electives
6. special services (library, etc.)
7. teaching materials
8. expectations of ed. program
9. pupil records
10. other problems not assigned to another group

Committee B (Com. and Adm.)
1. public relations
2. town view of school
3. bus problem
4. records management
5. scheduling
6. length of day and periods
7. others perhaps assigned

Committee C (Bldg. and Fin.)
1. future housing needs
2. budget process
3. program-budget relationship
4. salary practices
5. taxes and assessment (zoning)
6. other sources of revenue
7. school lunch
8. others perhaps assigned

Committee D (Personnel)
1. personnel manual and policies
2. personnel records
3. staffing needs
4. turnover and assignment
5. others perhaps assigned

COOPERATIVE PART

We recommend that one cooperative committee function in each school. Norton staff can choose their preferred area for cooperation from the list below. ACPs will be on each committee. Those areas not chosen by the Norton staff will become part of the consultative study and will be appropriated to the particular Study Staff committees according to the following:

Problem 1. - Committee A
2. - " A
3. - " B
4. - " D (A may be at least as appropriate, but we think there can be a good case made for dividing the task as fairly as possible)
5. - " A (would become a quick job)
6. - " B or A (would support B for same reason as that given in 4 above.)

Problem 1: (each of these problems to be rephrased before presentation to Norton) Curriculum - adequacy for all - including articulation, subject help for teachers, coop. teaching in the high school, and elementary grouping for learning.
Problem 2: Drop-outs.
Problem 3: Orientation and In-service training.
Problem 4: Organizational problems, including discipline, role of advisers, and role of department heads.
Problem 5: Written aims.
Problem 6: Pupil reporting.

Steering Committee to devise a policy statement this week--on the basis of what is decided this morning--to be sent to Norton.

ADMINISTRATIVE CAREER PROGRAM GRADUATES - 1961 & 1962

MIDYEAR DEGREES 1961

Charles Raymond Barrett

Direction of the Organization and Implementation of a Regional High School District to Serve the Clarenville, Newfoundland, Area

Ad Hoc Committee: Dr. Lortie (adviser), Dr. Benson, Dr. Gibson
Final Oral Review Committee: (voting) Drs. Gaus, Hunt, Tiedeman
(non-voting) Drs. Lortie, Gibson

Paul Rudolph Bowers

Development of a Community College Center for Lake County, Ohio, and Surrounding Area

Ad Hoc Committee: Drs. Gibson, Hunt, Orton (Hartman replacing Orton)
Final Oral Review Committee: Drs. Hunt, Benson, Dean Keppel
Dr. Gibson

Hugh McGarrah Watson

Coordination and Development of a Senior High School Curriculum Improvement Program, Milton, Massachusetts

Ad Hoc Committee: Drs. Sargent, Hunt, Orton (Marden replacing Orton)
Final Oral Review Committee: Drs. Benson, Hunt, Sargent
Dr. Marden

JUNE DEGREES 1961

Mario Fantini

The Planning and Development of a Pilot Internship Teaching Program in Special Education Through a Collaborative Arrangement Between Teachers College, Temple University, and the Public School System of Philadelphia

Ad Hoc Committee: Drs. Gibson, Hartman, Sargent (Spalding replacing Sargent)
Final Oral Review Committee: Drs. Hunt, Keppel, Whiting
Dr. Gibson

Richard Hyman Goodman

A Plan to Improve the Education Information Services of the New Hampshire State Department of Education

Ad Hoc Committee: Drs. Benson, Marden, Sargent (Spalding replacing Sargent)
Final Oral Review Committee: Drs. Hunt, Lortie, Marden
Dr. Benson

VI-7 continued

Rita Mae Jennings

Coordination of a Cooperative Study of the Norton, Massachusetts, Public Schools

Ad Hoc Committee: Drs. Hunt, Lortie, Marden
Final Oral Review Committee: Drs. Benson, Hunt, McPhee

Donald Alan Klemer

Coordination of a Program of Public Information for a Regional School District Proposal (Grades 9-12) in Lenox, Stockbridge, and West Stockbridge, Massachusetts

Ad Hoc Committee: Drs. Marden, Hartman, McPhee
Final Oral Review Committee: Drs. Hartman, Hunt, McPhee
Dr. Marden

Wade Madison Robinson

Management, Coordination, and Evaluation of the Harvard-Lexington Summer Program

Ad Hoc Committee: Drs. Sargent, Hunt, Hummel
Final Oral Review Committee: Drs. Hummel, Hunt, Keppel, Sargent

Eric Allan Sahlberg

Development of an Instructional Planning Program in Maine School Union Number 22

Ad Hoc Committee: Drs. Hunt, Hartman, McPhee
Final Oral Review Committee: Drs. Benson, Hunt, Marden

Robert Scott Wells

Initiation of a Plan and Negotiating for a Change in a Joint Contractual Relationship that will Establish a Better Organized School Administrative District

Ad Hoc Committee: Drs. Marden, Hunt, Hartman
Final Oral Review Committee: Hartman, Hunt, Sargent
Marden

Ernest Ralph Zimmermann

A Critical Examination of Pre-Freshmen Counseling and Orientation at Rutgers College

Ad Hoc Committee: Drs. Lortie, Hunt, Marden
Final Oral Review Committee: Drs. Hunt, Marden, Whitla
Dr. Lortie

VI-7 continued

Robert Stanley Jackson

Initiating an Instructional Planning Program with the Faculties of the Schools of Union 25 in Massachusetts

Ad Hoc Committee: Drs. Lortie, Benson, Marden, Hunt
Final Oral Review Committee: Drs. Anderson, Cogan, Hunt
Drs. Benson, Hartman, Lortie

John Lindia

Coordination of a Salary Policy for the Administrators of the Concord Public Schools, Concord, Massachusetts

Ad Hoc Committee: Drs. Marden, Benson, Hunt
Final Oral Review Committee: Drs. Benson, Gibson, Hunt
Dr. Marden

Alfred Gordon Shrosbree

Coordination of a Program to Discover and Develop Board of Education Policies and Administrative Procedures for the Roslyn, New York, Public Schools

Ad Hoc Committee: Drs. Hunt, Gibson, Marden
Final Oral Reivew Committee: Drs. Gibson, Hunt, Lortie
Dr. Hartman

Edward Anthony Welling

Development of a Curriculum Development Organization (Beverly, Mass.)

Ad Hoc Committee: Drs. Benson, Hunt, Lortie
Final Oral Review Committee: Gibson, Hunt, Bolster
Benson

MIDYEAR DEGREES 1962

Robert Wesley Blanchard

Coordination to Effect, in Part, a Plan for Expansion and Modernization of High School Facilities in Greenwich, Connecticut

Ad Hoc Committee: Drs. Lortie, Gibson, Benson (Hunt replacing Gibson)
Final Oral Review Committee: Drs. Benson, Hunt, Tiedeman
Drs. Lortie, McPhee

Russell William Carruth

Direction of the Development of a Public Relations Program for the Ogden, Utah, Public Schools

Ad Hoc Committee: Drs. Gibson, Hunt, Lortie
Final Oral Review Committee: Hunt, Marden, McPhee
Hartman, Lortie

William Henry Cone

Development of School Committee Policy and Administrative Regulations in Longmeadow, Massachusetts

Ad Hoc Committee: Drs. Gibson, Benson, Orton (Marden replacing Orton)
Final Oral Review Committee: Drs. Hunt, Lortie, Tiedeman
Drs. Benson, Marden

Joseph Lawson Hendrick

The Improvement of School Budgeting Practices in Ossining, New York

Ad Hoc Committee: Drs. Benson, Gibson, Marden (Hunt replacing Gibson)
Final Oral Review Committee: Drs. Hunt, Marden, Dean Keppel
Drs. Benson, McPhee

Edwin Frank Stumpf

Planning, Developing, and Implementing a Program of Off-Campus Laboratory Experiences

Ad Hoc Committee: Drs. Hunt, Hartman, Spalding
Final Oral Review Committee: Drs. Cogan, Hunt, Dean Keppel
McPhee, Sabaroff

Fred James Wilkinson

Advisement in the Program of Development for the Prototype Demonstration School of the Women's Teacher Training College in Ramallah, Jordan

Ad Hoc Committee: Drs. Hunt, Gibson, Orton (Hartman replacing Orton)
Final Oral Review Committee: Drs. Anderson, Hunt, Marden
Drs. Hartman, McPhee

Roy Tillman Williams

The Development of a Plan to Coordinate a New England Regional Approach to Implementation of the 1964 AASA Membership Resolution

Ad Hoc Committee: Drs. Benson, Hunt, Lortie
Final Oral Review Committee: Cogan, Hunt, Lortie
Benson, McPhee

Angeline Pauline Caruso

Initiation of Structure and Process for the Articulation, Interpretation, and Communication of Community-School Goals

Ad Hoc Committee: Drs. Hunt, McPhee, Lortie
Final Oral Review Committee: Drs. Hartman, Hunt, Lortie

Vincent Faulkner Conroy

Maintenance and Improvement of Communications Among the Public Agencies Concerned with the Boston School Study

Ad Hoc Committee: Drs. Marden, Benson, Hartman, McPhee
Final Oral Review Committee: Drs. Benson, Hunt, Tiedeman
Dr. Marden

John Bradford Davis

Coordination of a Study of Public School Insurance Programs in the New England States

Ad Hoc Committee: Drs. Benson, Hunt, Marden
Final Oral Review Committee: Drs. Hunt, Marden, Tiedeman
Dr. Benson

James Edwin Friet

Coordination of a Program to Promote the Utilization of Electronic Data Processing in Massachusetts Schools

Ad Hoc Committee: Drs. Lortie, Benson, Sargent (McPhee replacing Lortie)
Final Oral Review Committee: Cooley, Marden, Sargent
McPhee

Jerome Harold Gilbert

Introduction of a Multigraded Developmental Plan at Nikola Tesla School in Chicago, Illinois

Ad Hoc Committee: Benson, Hartman, Hunt
Final Oral Review Committee: Drs. Anderson, Hartman, Hunt
Dr. Benson

Lorenzo Munro Grandy

Development of a Vocational Program in Fishing and Vessel Management at the Secondary Level in Gloucester, Massachusetts

Ad Hoc Committee: Drs. Hunt, Benson, McPhee
Final Oral Review Committee: Drs. Benson, Hunt, Marden
Dr. McPhee

SCHOOLS AND OTHER INSTITUTIONS WHICH PROVIDE LABORATORY EXPERIENCES IN GUIDANCE TO ED.M. STUDENTS

1961-1962

(C-110)

Institution	Number of Students and Supervisors
Bedford School System	2
Bigelow Junior High School - Newton	1
College of Basic Studies - Boston University	1
College of Communications and Public Relations - Boston University	1
Concord High School	1
Harvard Pre School	1
Lexington Elementary Schools	3
Lincoln-Eliot Elementary School	2
Meadowbrook Junior High School - Newton	2
Needham Elementary School	3
Newton High School	4 (4)*
Perkins Institute for the Blind	1
Stoneham High School	1
Warren Junior High School - Newton	1
Watertown High School	1
Wayland High School	1
Weeks Junior High School - Newton	3
Weston High School	1
Winchester Junior High School	2 (2)
Youth Service Board	1

(B-114)

Age Center of New England
Bedford School System
Brook Farm Agency
Garfield Junior High School
Newton North High School
Revere Junior High School
Warren Junior High School

---

* In situations where there is more than one supervisor, the number is indicated in parentheses.

Other Cooperating Institutions, 1957-1961*

Arlington High School
Beverly High School
Brookline High School
Browne and Nichols School
Cambridge High and Latin School
Chelsea High School
Girls Detention Center of Youth Service Board
Harvard University Health Services
Harvard University Office of Student Placement
Judge Baker Guidance Center
Lincoln-Sudbury High School
Massachusetts Mental Health Center
Medford High School
Melrose High School
Quincy Elementary School
Reading High School
Tufts University
Wakefield High School
Wellesley Junior High School
Weymouth Schools
Winthrop Elementary Schools

---

* For varied reasons, including changes in the availability of students, the relationships with a cooperating institution may be interrupted during any one year.

INSTITUTIONS WHICH PROVIDE LABORATORY EXPERIENCE TO ADVANCED STUDENTS IN GUIDANCE
1961-1962

Institutions Providing Counseling Internships C-202-203

Institution	Number of Students	Number of Supervisors
Psychological Counseling Services - Newton	11	6
High School Guidance Servies - Newton	4	1
Wellesley School Psychology Service	2	1
South Shore Guidance Center	2	2
Harvard University Bureau of Study Counsel	1	1

Personality Assessment, B-220 (221)

		University staff of
Lexington Schools	22	3
Children's Hospital	10	1
Youth Service Board	11	1
Boston State Hospital	22*	1

Third Year Internships, C-217

Judge Baker Guidance Center	2	2
Boston University Counseling Center	1	1
Brandeis University Counseling Center	1	1

Other Institutions Which have Provided Advanced Laboratory Experiences, 1957-1961

Boston University College of General Education

Quincy Schools

Simmons College

Tufts University

---

* The 22 students in the course were placed at the Lexington Schools and Boston State Hospital but were divided between Children's Hospital and Youth Service Board.